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BSTRACT

Presented is Hawaii's state plan for the provision of special education and services to all handicapped children under 20 years of age by 1980-81. Explained in Chapter I are the philosophic and legal bases for the plan, including the right to equal educational opportunities for children with the following handicapping conditions: mental retardation, hearing handicaps, speech impairments, visual handicaps, physical handicaps and special health problems, serious emotional disturbance, specific learning disabilities, or multiple handicaps. Nine other chapters cover topics such as the special education roles and responsibilities of the State Department of Education and other cooperating public and private agencies; program delivery options (including resource, itinerant and non-public school services); identification, diagnosis and prescription; career and vocational education; preservice and inservice training and certification of special education personnel; management systems; and implementation plans. Appended is a copy of Section 301 of Hawaii's revised statutes concerning exceptional children. (LH)

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State Plan for Special Education and Services

Office of Instructional Services • Department of Education • State of Hawaii • TAC 75-9253 (Revision of TAC 75-9151) • April 1975

Funded by P.L. 93-380, Part B—Education of the Handicapped Act, Sec. 618, U.S. Office of HEW, Bureau for the Education and Training of the Handicapped

ED109851

The Honorable George R. Ariyoshi
Governor, State of Hawaii

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FOREWORD

The Department of Education has committed itself, under Hawaii Revised Statutes, Part II, Exceptional Children, to provide for all children and youth free, quality, public education regardless of handicapping conditions. In the effort to ensure quality education for students whose needs are exceptional, it was recognized that a systematic plan would be required to clarify and delineate the responsibilities for a comprehensive program of support services from public and private agencies.

Since the decentralization of resources and services to the districts in 1965, the Department of Education has attempted to develop a management plan which decision makers and the public could easily understand. Development of this plan was difficult, due to changing needs, issues and trends in education; economic conditions, and changes in personnel. Nevertheless, the first Plan for Special Education was completed and was adopted by the Board of Education on February 6, 1975, to provide direction for the education of handicapped students in the State of Hawaii.

The Department of Education does not claim the authority and ability to meet the total needs and development of persons with handicapping conditions, and the participation of representatives from parents, community agencies and State department personnel in development of this plan is gratefully acknowledged. We also acknowledge that individual differences in ideas, in feelings and in desires may not be fulfilled by a single plan. However, we have sincerely attempted to include the aspirations of all those persons who are dedicated to the education of the handicapped.

Teichiro Hirata

TEICHIRO HIRATA
SUPERINTENDENT

ACKNOWLEDGMENT

The Special Education Branch, Office of Instructional Services, is deeply indebted to the Joint Section on Exceptional Children, Health and Community Services Council of Hawaii, who spent many hours developing state plans for exceptional children and seeing that the final Department of Education plan incorporate the philosophy which permeated previous plans.

It is difficult to name all the individuals in and out of the various state departments, colleges and universities who cooperated in providing information and comments and who donated hours of volunteer service. To the Department of Education personnel at all levels, including the professional and clerical staff in the Special Education Branch, we extend our deepest appreciation for the development of the Plan.

We acknowledge the work and assistance of Management Analysis Center, Inc., the Bureau of Education for the Handicapped, U. S. Office of Education, and all the representatives of parent organizations for their effort in the completion of the State Plan for Special Education and Services.

Philip K. Ige

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Assistant Superintendent
Office of Instructional Services

Hatsuko F. Kawahara

HATSUKO F. KAWAHARA
Director, Special Education Branch

INTRODUCTION

Purpose

The *State Plan for Special Education and Services* for Hawaii is an implementation document to guide the activities necessary to achieve the goal of providing appropriate special education programs and services to all handicapped children by 1980-81. It is to be utilized by the Legislature, Governor, Board of Education, Superintendent and other management personnel of the Department of Education in making policy decisions to improve and expand special education in the state. It is to be utilized by school and district level personnel as a guide to implementing special education programs and services. It is also for parents and special interest organizations concerned with handicapped children to inform them of the right of the handicapped to receive an equal educational opportunity and to describe the special education programs and services which are or should be available. Finally, the plan is intended for use by other public and private agencies serving handicapped children to assist in coordinating the provision of special education services by all of the agencies involved.

To accomplish all of these purposes the plan has three major components. The philosophy section sets forth the basic beliefs and concepts concerning special education in Hawaii; it is the conceptual foundation upon which the remainder of the plan is based. The program description section describes the process, policies, procedures and educational alternatives for special education in Hawaii; both the educational and management aspects are included. The final section of the plan details the full range of implementation activities necessary to achieve the goal of serving all handicapped children in six years.

Development Process

The development of the plan has been a joint effort between the Department of Education (DOE) and Management Analysis Center, Inc., with considerable assistance being received from the Northwest Regional Resource Center and nationally prominent education consultants. Through the development process a great deal of effort has been made to include on an on-going basis all organizations that are involved with providing educational services to handicapped children in Hawaii. The time

and enthusiasm contributed by these agencies and individuals has been substantial. Their continued concern with developing a quality plan for special education has greatly enriched this document. Their participation in the development process and contribution to the content of the plan make the *State Plan for Special Education and Services* a representative document which is responsive to statewide needs and priorities.

Contributors

The agencies and organizations which have assisted in developing the plan are listed below. Their considerable and valuable assistance is gratefully acknowledged.

Department of Education
- Board of Education
- Superintendent
- Deputy Superintendent
  - Information Systems Branch
- District Superintendents
- Curriculum Specialists for Special Education and Special Services
- Principals
- Special Education Teachers and Regular Teachers
- Diagnostic Personnel
- Office of Instructional Services
  - General Education Branch
    - Vocational-Technical Section
    - Early Childhood Education
  - Special Programs Branch
    - Evaluation Section
    - Guidance and Counseling
- Office of Planning and Budget
  - Planning Branch
  - Budget Branch
  - Management Branch
- Office of Personnel Services
  - Recruitment and Employment Branch
  - Career Management and Development Branch
- Office of Business Services
  - Accounting Branch
  - Facilities and Auxiliary Services Branch
- Office of Library Services

Department of Health
- Childrens' Health Services Division
  - Crippled Children Branch
  - School Health Branch
- Mental Health Division
  - Preventive and Clinical Services Branch
  - Children's Day Treatment Center
- Waimano Training School and Hospital Division

Department of Social Services and Housing
- Vocational Rehabilitation Division

Department of Budget and Finance

Attorney General

Department of Accounting and General Services

University of Hawaii
- College of Education
  - Special Education Department
  - Educational Communications Department
  - Educational Psychology Department
- State Director of Vocational Education

Legislative Auditor

Private, Professional and Parent Organizations
- Health and Community Services Council of Hawaii
  - Joint Section on Special Education
- Special Education Consumers Committee
- Hawaii Association for Retarded Children
- Special Education Center of Oahu
- Variety Club
- Hawaii Association for Children with Learning Disabilities
- Council for Exceptional Children

National Leaders in Special Education--Technical Advisory Committee (26 members)

University of Oregon--Eugene, Oregon
- Northwest Regional Area Learning System

SUMMARY OF RECOMMENDATIONS

I. Special Education--Philosophy

All children, including the handicapped, have a right to equal educational opportunity (provided for under existing statutes). Special education is to serve handicapped children.

Students who are to be provided educational programs and services under special education have the following handicapping conditions: mental retardation; hearing handicaps; speech impairments; visual handicaps; crippled and other health impaired; serious emotional disturbance; specific learning disabilities; or multiple handicaps.

Goals of special education are:

Early identification of children with suspected handicapping conditions

Early provision of special education programs and services

Individualized program plans for each handicapped student

Maximum interaction of handicapped student with regular school population

Special education assistance to regular teachers who serve handicapped students

Career and vocational education for handicapped students

On-going parent participation and involvement

Coordination of services provided by all agencies and organizations serving handicapped students

II. Roles and Responsibilities

The Department of Education (DOE) has responsibility for ensuring that appropriate special education programs and services are provided to handicapped children under age twenty (HRS, Section 301). DOE shall cooperate and coordinate with other public agencies providing services other than education to handicapped children.

Within available resources:

Department of Health (DOH) has responsibility for providing medical, health, and therapeutic services;

Department of Social Services and Housing (DSSH) has responsibility for providing social and vocational rehabilitation services;

University of Hawaii and other Training Institutions have responsibility for training the professional staff for handicapped children.

If supportive health and social services required for handicapped children are not provided by other agencies, DOE has the responsibility to see that the services are provided, either by providing them itself or by purchase of services agreements.

DOE shall establish a comprehensive set of interagency agreements with other public or private agencies providing supportive services to handicapped children. The agreements shall cover the full range of supportive services to handicapped children and shall specify the responsibilities, functions, duties, activities and relationships of each agency as well as the resources to be provided by each agency.

A State Advisory Committee on Special Education shall be established; the committee shall be advisory to the Special Education Branch and the Assistant Superintendent of the Office of Instructional Services (OIS).

A. State Offices

The DOE offices at the state level shall coordinate their activities as they involve special education. Special Education Branch (SEB) has responsibility for program planning and development, technical assistance to districts and schools, training, state level coordination (intra- and inter-departmental), and administration.

The SEB should be increased by three professional consultants and all SEB consultants should possess an expertise in a particular handicapping condition.

SEB shall develop new and updated special education policies, regulations, procedures, program standards and curriculum guides to direct the implementation

of special education programs. This process shall include: input from district, school level personnel; the Advisory Committee on Special Education, other DOE state offices, district superintendents; and approval by the Superintendent and, if necessary, by the Board of Education.

B. District Offices

Districts are responsible for implementing special education programs in compliance with approved state policies, standards and guidelines. The district special education staff should be increased by three district administrators of special education and fifty-two diagnostic personnel to meet the projected needs over the next six years.

C. Schools

Schools have the responsibility of day to day operation of special education instructional programs.

III. Identification, Diagnosis and Prescription

DOE (state, district and school levels) shall cooperate with other public and private agencies and organizations to locate and identify unserved handicapped children. Each district shall maintain information on special education programs, parent organizations and other services for the handicapped and make this information available to the parents of special education students.

Districts shall implement a systematic identification, referral, diagnostic and comprehensive educational evaluation process. Adequate numbers of diagnostic personnel shall be employed by the districts to provide educational diagnostic and prescriptive services, psychological testing and evaluation, social work services and speech and language evaluation for all children under age twenty with suspected educational handicapping conditions.

Diagnostic personnel shall make educational program recommendations for children eligible for special education; such recommendations shall include specific educational needs, educational arrangement, suggested instructional techniques and media and materials.

The diagnostic process shall be completed within three months from time of referral to completion of educational program recommendations.

Hearing and vision screening shall be conducted in public and private schools by DOH personnel.

IV. Educational Programs

Diagnostic personnel shall, prior to special education placement, meet with and deliver the educational program recommendations to the student's teacher.

Diagnostic personnel shall assist the student's teacher in developing an individualized education plan for each special education student.

Assistance to the special education students' teachers shall be provided by diagnostic or other special education personnel in the form of in-service training, demonstrations in instructional techniques, classroom management, and instructional materials and media selection.

Office of Library Services shall provide highly specialized materials and media for the handicapped and assistance with their usage through the Library for the Handicapped. Other special education materials shall normally be provided through the school library.

Diagnostic personnel shall review a student's placement in a special education program within two months of placement. The student's teacher shall conduct an annual review. A periodic complete evaluation of each student shall be undertaken at least every two years.

DOE shall provide pre-kindergarten programs for handicapped children below school entry age who are in need of such educational programs.

The *Foundation Program* shall provide the basis for curriculum development for special education students. The regular curriculum shall be modified and supplemented as needed to meet the specific needs of special education students.

DOE shall establish, disseminate and periodically update program standards, curriculum guides and recommended lists of instructional materials and equipment for special education programs.

V. Career and Vocational Education

Students in special education programs shall receive education in career development and vocational preparation appropriate to their needs. Special education students shall participate in the regular career and vocational education, wherever possible. Other special education students shall be provided modified or supplemented programs to meet their needs.

The total career and vocational education program shall include career awareness, career exploration and vocational preparation. Prior to entry into a vocational preparation program, each special education student shall have a vocational assessment made of work interests and capabilities and an individual vocational education program plan prepared.

Job counseling, placement and follow-up services shall be provided by school personnel or through arrangements with other public or private agencies.

VI. Program Delivery Services

Program and services open to each special education student are:

Identification, Diagnosis and Prescription
Full-Time Self-Contained Class
Integrated Self-Contained Class
Resource Services
Itinerant Services
Designated Services
State Special Education Schools
Non-public School Services
Management and Support Services

Except for state special education schools, all above program delivery services shall be available in each district.

VII. Personnel Planning and Development

Joint planning shall be undertaken by DOE and training institutions in Hawaii and other states preparing special education personnel to project the anticipated number of special education personnel needed and those to be trained over the next six years. Pre-service training programs for all regular education teachers shall include an introductory special education course and/or courses in integrating mildly handicapped students.

DOE and training institutions shall coordinate the DOE certification requirements for special education personnel with the training programs offered by the institutions.

DOE shall maintain an on-going in-service training program for special education personnel through regularly scheduled coursework and training programs scheduled in response to specific needs.

Special education personnel from other public or private agencies providing contractual services to the DOE for

special education students shall be eligible to participate in DOE in-service training programs. This arrangement should be reciprocal for DOE personnel to participate in in-service training programs conducted by other agencies.

VIII. Research in Special Education and Services

Research conducted by or for DOE shall follow one of five approaches; institutional or organizational; evaluation; input-output; process; or experimental.

Research studies in special education for DOE shall be coordinated by SEB. A series of studies should be conducted which explore the results, impact and effectiveness of special education programs and services.

All research studies in special education shall be approved by the Superintendent and the Board of Education prior to their initiation.

Funds for research in special education may be available from the U.S. Office of Education. Other funds may be provided by the State or private foundations.

IX, Management Systems

The management systems required for special education are: planning, budgeting; monitoring; evaluation; and information systems.

The *State Plan for Special Education and Services* defines the policies and procedures to be utilized in implementing special education programs and services in Hawaii. It shall be updated annually.

Annual program planning for special education shall be developed along program delivery services.

The planning and budgeting process shall begin by assessing the needs of special education in Hawaii; then shall determine the resources required to fulfill those needs; and finally determine the cost of supplying the resources.

Schools shall provide planning input on personnel requirements to the district office and shall develop the "other current expenses" and "equipment" expense needs.

Districts shall prepare plans for total district personnel requirements and compile all school level plans for other current expenses and equipment.

State offices with direction from SEB shall conduct a programmatic review of district plans and budget submissions to ensure conformance to DOE policies, standards and guidelines.

Annual staffing requests for special education positions shall be submitted by the districts to SEB where they are reviewed, assigned allocation priority numbers and summarized on a statewide basis. SEB makes staffing allocation recommendations to the Assistant Superintendent of OIS, who in turn submits recommendations to the Superintendent.

SEB shall monitor district and school operated special education programs and ensure conformance to program standards, policies and directives. On a periodic basis, consultants from SEB shall visit programs in districts and provide a copy of their findings to the District Superintendent. Districts shall supervise schools' operation of special education programs to ensure that implementation is in accord with approved policies, procedures and program standards.

School principals shall administer and monitor the day-to-day operations of special education classes and programs.

Periodic evaluations of the effectiveness of special education programs shall be held; a minimum of one special education program per year will be evaluated.

Student information will be maintained in individual students files at the school and district level; the confidentiality of this information shall be protected.

X. Implementation

By 1980-81 DOE shall provide appropriate programs and services to all handicapped children under age twenty. To accomplish this will require: (Ages 3 - 20, 100% service)

1980-81 Goals	Increase over 1974-75
16,435 public and private special education students to be served	6,150 public and private students
784 special education teachers	270 teachers
410 paraprofessionals	376 paraprofessionals

1980-81 Goals	Increase over 1974-75
160 diagnostic personnel	52 diagnosticians
19 administrative personnel	5 administrators
$22,470,000 annual operating cost	$12,990,000
$91,000 additional implementation costs	$91,000

Chapter I

SPECIAL EDUCATION

Philosophic and Legal Basis

Equality of educational opportunity

The maintenance and progress of a free society demands a system of education which will equip each individual for a lifetime of seeking and applying knowledge to deal effectively with the world, and which will assist each individual in personal development and growth.

To meet this goal, all children and youth in Hawaii are entitled equally to free, quality, public education. No child may be deprived of such educational opportunity because of conditions created through trauma, illness, accidents of inherintance or birth. All children learn, and no matter how handicapped, must be given the opportunity to learn, grow and achieve maximum development. For those children whose needs require additional efforts and resources from the educational system, the State of Hawaii has committed itself to undertake the provision of special education and services.

In 1949, Hawaii formalized this commitment through Act 29, which called for equal educational opportunities for exceptional children. The Act required that special services, programs, and facilities be available for every exceptional child to age twenty. With this Act, the Exceptional Children law subsequently enacted, and the regulations formulated to implement the law, the State has affirmed the responsibility to meet the requirements of educating children with handicapping conditions. It has asserted the right to education for all children, including the handicapped, so that they can cope with their own physical, mental and emotional status and become self-sufficient to their fullest extent. Special education has been established to provide the educational resources necessary to realize these goals for the population of handicapped children in Hawaii.

Definition of special education

Special education consists of a set of programs and services designed to meet the particular educational needs of students with handicapping conditions. Such programs and services may take

a variety of forms, including direct instructional services to handicapped children, assistance to their teachers, provision of special equipment and instructional materials, or consultation with parents. The intent of special education is to supplement regular education programs by modifications of or additions to regular education procedures, and to provide a range of experiences to meet the special learning needs of individuals with handicapping conditions. Besides meeting the goals of regular education, special education provides an additional service geared to the population which it serves: the provision of individually designed school programs provided by specially trained staff which are designed to reduce, eliminate, or compensate for the handicapping effects experienced by the individual.

Special education is characterized by:

a higher degree of individualization than required for children in a regular program, through special programs and services;

a staff trained in special education to apply the best available educational technology, methodology and materials, supported by specialists at both the district and state levels;

a system for utilizing resources from both the public and private sector in order to intervene and enhance the educational opportunities available for all children with handicapping conditions;

a variety of program which will enable handicapped children to be with and to share common educational and social experiences with other children in schools and society as much as possible.

In spite of individual differences and the limits imposed by handicaps, Hawaii reaffirms the fundamental principles set forth by the American Declaration of Independence: all citizens are entitled to life, liberty and the pursuit of happiness; and therefore, all children are entitled to a program which will assist them toward achieving an education, cultural enrichment, personal fulfillment, and vocational success.

Description of Special Education Population

Legal description: special education population

The Exceptional Children law, Sec. 301-21, Hawaii Revised Statutes, Part II, defines the children to be served by special education as:

> *"...(1) Children under twenty years of age who deviate from the so-called normal person in physical, mental, social, or emotional characteristics or abilities to such an extent that specialized training, techniques, and equipment are required to enable them to attain the maximum of their abilities or capacities;*
>
> *(2) Children under twenty years of age who by reason of their physical defects cannot attend the regular public school classes with normal children; and*
>
> *(3) Children under twenty years of age who are certified by a licensed physician eligible to membership in the state medical society to be emotionally maladjusted or intellectually incapable of profiting from ordinary instructional methods."*

Branch responsibilities

The term "Exceptional Children" generally includes gifted and handicapped children; however, within the Department of Education, the Special Education Branch in the Office of Instructional Services is limited to the responsibility for the population of handicapped students. Students who have other special needs but who do not qualify for special education are served by the Special Programs Branch.

Categories of handicapping conditions

The following descriptions of handicapping conditions are given to define those individuals who are provided with educational programs and services under special education.

Mental retardation

Mental retardation

Individuals who are mentally retarded are those whose academic, motor, self-help, social or vocational skills are significantly below the skill levels of their cultural or ethnic group

age peers, due to delays in cognitive development. Such developmental delay is generally based on clinical or physical factors, and is associated with impairments in skills necessary to adapt to the environment. Assessment of mental retardation is based on measures of performance in both intellectual functioning and adaptive behaviors. Since mentally retarded persons manifest varying degrees of adaptive abilities, four levels of mental retardation are specified to further describe this handicapping condition:

Mild mental retardation

Mildly mentally retarded students generally encounter difficulty in the areas of school activity associated with abstract concepts, and may be unable to make satisfactory progress and adjustment in academic subjects in the regular school program. They can usually, however, learn basic academic skills, and may be able to function independently in the community.

Moderate mental retardation

Individuals with moderate mental retardation can learn self-help, communication, social and simple occupational skills, but usually only limited academic or vocational skills.

Severe mental retardation

Severely mentally retarded individuals generally require continuing and close supervision, but may perform self help and simple work tasks.

Profound mental retardation

Profoundly mentally retarded individuals require continuing and close supervision. Some may be able to be helped by special education to learn simple self help tasks, although these individuals often require total support for maintenance.

Hearing Handicaps

Hearing handicaps

Hearing handicapped individuals have a hearing loss of such a nature and severity as to require special education services. Two degrees of impairment are specified:

Hard of hearing

Hard of hearing refers to those individuals whose sense of hearing is disabled to an extent (usually a 35 to 69 decibel loss within the speech frequency range) that

makes difficult, but does not preclude, the understanding of speech through the ear alone, with or without the use of a hearing aid; and who are competent in the use of speech and speech reading.

Deaf

Deaf individuals are those in whom the sense of hearing is nonfunctional for the ordinary purposes of life (inability to hear connected language with or without the use of amplification), and who lack competency in the use of speech and speech-reading. Such individuals' hearing is generally disabled to the extent of a 70 decibel, or greater, loss within the speech frequency range.

Speech Impairments and Language Disorders

Speech and Language Disorders

Individuals who are speech impaired, experience pronounced organic or functional speech disorders which cause interference in oral communication. The speech and language abilities of such individuals are impaired to such an extent that they require a continuum of concentrated and comprehensive instructional and clinical services of specialists trained in speech pathology. Such language disorders may include articulation difficulties, stuttering, speech problems associated with hearing loss, cleft palate, or other physical or emotional dysfunction.

Visual Handicaps

Visual handicaps

Visually handicapped individuals have such severe visual loss as to require special education services. Two degrees of impairment are specified:

Partially sighted

Partially sighted individuals are those whose visual acuity is between 20/70 and 20/200 in the better eye after all medical and optical help has been provided. This category also includes those who are legally blind but who can read large or regular print.

Blind

Blind individuals are those who are legally blind; that is, whose visual acuity is 20/200 or less in the better eye with proper correction, or who have a limitation

in the field of vision such that the widest diameter of the visual field subtends an angular distance no greater than twenty degrees. Such individuals generally must rely on braille or other tactile devices for reading matter, and are considered to be academically blind, or blind for the purposes of learning.

Crippled and Other Health Impaired

Crippled and other health impaired

Individuals in this category are those who, developmentally or through accident or disease, are limited or disabled in the normal and full use of bones, muscles or joints. Such individuals may be affected with cerebral palsy conditions, or by poliomyelitis, arthritis, muscular dystrophy or other diseases which have crippling effects requiring special education services. In addition to orthopedic handicaps, this category includes individuals who have health handicaps, such as epilepsy, chronic illness, asthma or rheumatic fever, which are of such a nature and severity as to require special education.

Serious Emotional Disturbance

Serious emotional disturbance

Individuals with serious emotional disturbance are those with serious behavior disorders and learning problems associated with emotional maladjustments, as determined by a psychiatrist. Seriously emotionally disturbed individuals behavior may deviate so markedly from the norm of the group as to constitute a danger to themselves or to others. Students with behavioral problems due to temporary crisis situation, such as death, illness or other economic or social problems are generally not included in this category.

Specific Learning Disabilities

Specific learning disabilities

Learning disabled individuals are those who exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written languages. Such disability may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. Specific learning disabilities may be associated with

conditions which are also referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia or developmental phasia. This category, however, does not include learning problems which are due primarily to visual, hearing or motor handicaps, to mental retardation, emotional disturbances or environmental disadvantage.

Multiple Handicaps

Multiple handicaps

Individuals who have two or more handicapping conditions may be multiply handicapped, with special educational efforts needed to address, remediate or compensate for each of the handicaps hindering learning. Such individuals may require more intensive services or alternate programs and arrangements due to more complicated problems. Included in this group are individuals who are both deaf and blind, and/or those with a combination of the following handicaps: orthopedically handicapped; moderately, severely, profoundly mentally retarded; and seriously emotionally disturbed.

Special education program planning: attention to individual need

While the population of individuals defined as handicapped are identified within the categories given above, these categories do not constitute the sole basis for deciding how and where the child will be educated. Special education students in Hawaii shall be served according to their own, unique educational needs, and as close to a regular educational program as best suits those needs. There are great differences within each of the categories, differences in individual performance and adaptation. The individuals in each category do not necessarily form a homogeneous group. Some children will require highly specialized help not available in any setting but a special education class: others within the same category may be able to function well in regular education. The degree of impairment will generally determine the nature of the educational program and the setting for the program, and this will vary from child to child as well as for each child as he or she progresses in education.

In planning educational programs and services, the basic consideration is in terms of individual skill learning needs, rather than a general type of disability, and program planning follows upon precise diagnosis of each child's educational needs.

Goals of Special Education

The ultimate goal of special education is to provide an educational program which will enable all handicapped children to become self-sufficient to the extent their handicaps permit, to enable them to realize their fullest potentialities, attain self worth and personal dignity and to become participating members in their families and society.

In order to achieve this goal, special education is dedicated to the development and provisions of programs and services which will:

Early identification

Identify, as early as possible, children with suspected handicapping conditions, and evaluate the educational needs of such children;

Early intervention

Provide, as early as possible, for special education services and programs to help overcome, compensate for or cope with the interference to learning resulting from the handicapping condition;

Individualized programs

Develop individualized program plans to guide and evaluate individual child progress;

Normalization

Provide for maximum interaction of the handicapped student with the regular school population, appropriate to the needs of both populations;

Provide special education services to supplement the regular education program for those special education students who are integrated into regular education;

Provide consultation services to assist regular education teachers in modifying programs and techniques for handicapped students who receive instruction in regular education;

Provide means by which a smooth transition of students from special to regular education can be made so that they can function successfully in regular education;

Career and vocational education

Provide for appropriate career and vocational preparation education for special education students;

Parent involvement

Provide for on-going parent participation and involvement with the student's educational program and assist in the provision of parent education and counseling;

Cooperation for services

Cooperate with other agencies involved in services to the handicapped in order to provide health, social, vocational, and other services for those students whose development may be best met by other agency programs.

Orientation to the goals of the *Foundation Program*

The basic purposes of special education are those common to regular education and share the goals and objectives as stated in the *Foundation Program*. These objectives include assisting students in the development of: basic skills for learning and effective communication; positive self concept; decision making and problem solving skills; independence in learning; physical and emotional health; career related knowledge and skills; self and social responsibility; and creative potential and aesthetic sensitivity.

Regular education and the special education student

Relationship with Regular Education and Special Programs

The philosophy of education in Hawaii emphasizes individualized instruction for every student in the public school system. This is based on the assumption that each child is an individual with differing abilities and needs; therefore, individual differences exist which must be dealt with on an individual basis. The same principles apply to children with handicapping conditions. Ideally, all children, regardless of their handicapping conditions, should be educated in an environment as near to the regular education program as possible, so that they learn to function in the larger society, and, at the same time, so that all students may be better able to understand and accept human differences.

However, the needs of handicapped children may be significantly different from the larger population and may require specialized attention or methodologies not possible to provide within the instructional program of regular education. The degree to which a student is able to function in regular education--full time, for limited periods, or not at all--will depend upon individual educational need. Some special education students can be served best in the regular classroom setting with supporting services to meet their needs. For example, speech impaired students, whose intellectual abilities may equal or excel students in regular education, can function very well in regular programs, with the provision of speech therapy services. Certain physically handicapped students with additional equipment or services such as hearing aids, larger prints, mobility training

or ramps can function full time in regular education programs. For these students, special education can provide services of specialists, itinerant special education teachers, and special facilities, equipment, instructional materials, and other media.

Career and vocational programs, physical education and recreation programs, music education, practical arts, mathematics, dramatics, language arts, social studies, science, foreign language, and other programs may offer opportunities for special education students to participate with regular education students. This arrangement provides for mutual understanding and establishes relationships which are valuable for all students. Except for a limited number of exceptional students, regular education should provide opportunities whenever possible to involve handicapped students.

Special programs and compensatory education

Special programs and compensatory education programs are provided for students whose needs differ from both regular and special education students. These include students with learning problems due to environmental or situational factors. Such students may be those facing crises, or may manifest poor motivation or behavior problems. They are provided experiences to compensate for their deficiencies through compensatory education and other programs under the general responsibility of the Special Programs Branch.

Students with learning problems may function and exhibit behavior patterns similar to those students in special education, but the risk of including them in the special education's differentiated program is that such placement may create an inaccurate self image, caused by identifying with a handicapping condition. It is possible that these students may benefit from a particular type of instruction by regular teachers who have been trained in special education techniques, utilizing remedial instructional materials and equipment.

Special education staff may provide consultative services to personnel who are providing instruction to those students in special programs. The relationship between special education and special programs should be such that students found eligible can be transferred to the appropriate program that best meets their needs.

Intra-departmental cooperation

The three Branches--Special Education, Regular Education, and Special Programs--by working together, ensure that a total program to meet the need of every student in the public school system is provided.

Many advances have been made in regular special programs and special education over the past decades and even greater advances are anticipated within the coming years. If education is to advance as rapidly as possible in meeting the needs of all children, careful planning must be done to make certain that all children are included in a systematic and responsive educational process. In describing the framework for this process in the chapters which follow, a firm basis is established so that children with special education needs are found, that programs are developed to meet their needs and that on-going parent and community involvement are assured.

Chapter II

ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

Many organizations are involved in providing services to children requiring special education or related services; these include a wide variety of units in the Department of Education (DOE), Department of Health (DOH), Department of Social Services and Housing (DSSH), the Univeristy of Hawaii (UH) and other public and private agencies. There are, as a result, many rules, regulations, definitions, policies, directives, and lines of organizational authority which sometimes overlap, permit gaps in services, or conflict. To provide direction and coordination to the delivery of special education services in Hawaii, the roles and responsibilities of all agencies involved in special education are delineated in this chapter.

While the Department of Education is the focus of the *State Plan for Special Education and Services* many other agencies are included as they relate special education in Hawaii. This chapter specifies: the inter-agency relationships among DOE and other public and private agencies providing services to the handicapped; the relationships of the various state offices within DOE; the responsibilities and functions for special education within the Special Education Branch (SEB) of the DOE; districts and schools; and the process of developing, approving, implementing, reviewing and improving special education policies and programs.

Responsibilities of Public and Private Agencies

Department of Education

DOE is charged by Statute (HRS, Section 301-22) with the responsibility to provide appropriate education and educationally related services for exceptional children.

> *"The Department of Education shall establish and administer instruction, special facilities, and special services for the education, therapy, and training of exceptional children, and provide in connection therewith corrective therapy, together with academic, occupational, and related training."*

DOE is the primary agency for special education and has the responsibility for ensuring that all needed services as specified by statute are made available to handicapped children under age twenty.

Inter-agency cooperation

However, there are many other agencies and organizations involved in providing health, social, vocational, and other services to handicapped children. The Hawaii State Legislature has recognized the multiplicity of agencies involved in special education and provided the legal basis for DOE's cooperation with other agencies. HRS, Section 301-22 also states:

> *"The department shall cooperate with other agencies of the State charged with the administration of laws providing any type of service or aid to the exceptional child, and with the United States government through any appropriate agency or instrumentality in developing, extending and improving such instruction, special facilities, and special services."*

Other state agency responsibilities

Each of the other agencies has responsibilities for providing some services to handicapped children. Detailed descriptions of this activities are available in the Legislative Reference Bureau report, *Special Education in Hawaii, Part I* and in the joint departmental report, *Providing Comprehensive Services to the Mentally Retarded.* Within the available resources, the following departmental responsibilities should apply:

> *DOH has responsibility for providing medical and health services to handicapped children.*
>
> *DSSH has responsibility for providing social and vocational rehabilitation services to handicapped children.*
>
> *Other State agencies have responsibility for providing the necessary services from their function areas to handicapped children.*
>
> *University of Hawaii has responsibility for training the professional staff for handicapped children.*

DOE: final responsibility

DOE has the final responsibility for ensuring that all handicapped children under age twenty receive needed special education and medical, health, social, vocational and other services. To the extent possible, the medical, health, social, vocational and other services should be provided by the agency with the appropriate functional responsibility.

Use of terms

For the purpose of establishing agency responsibility for providing services to handicapped children under age twenty, terms related to education will be used in the following manner:

Education refers to personnel and other resources related directly to academic, vocational or other instruction; it also includes special instructiona materials, media and equipment.

Other educational, medical, health, management and support services refer to support personnel and other resources needed to assist the educational process. These include: educational identification, diagnosis and prescription; speech and language services; social work services; therapy; counseling; vocational services; medical evaluation; psychological and psychiatric services; management services (administration, supervision, clerical, program planning and evaluation, research); transportation; purchase and maintenance of special equipment, facilities, medications or appliances.

Inter-agency agreements

To improve the coordination and cooperation, it is necessary to establish a comprehensive set of inter-agency agreements between DOE and other agencies providing educationally related services to handicapped children under age twenty. The agreements shall specify the specific responsibilities, functions, duties, activities and relationships of each agency, as well as the resources to be provided by each agency. The appropriate agency to administer a particular program or service to handicapped children will be specified in the inter-agency agreement. Determination should be made on a program-by-program basis and should be based upon the following considerations: program orientation; nature of services needed by handicapped children in the program; existence of an ongoing program; availability of trained personnel; personnel workrules applicable to agencies; availability of state and federal funds; and restrictions on federal funds.

DOE/DOH joint agreements

Agreements between DOE and DOH are needed in the following areas: diagnostic services for handicapped children; medical services; physical and occupational therapy; speech and hearing services; psychological examination and services; school health services, including hearing and vision screening for students in public and private schools; mental health services;

dental hygiene services; developmental training services for handicapped children; educational services for mentally retarded children under age twenty at Waimano Training School and Hospital and at Day Activity Centers; education services to seriously emotionally disturbed children at the Hawaii State Hospital and Children's Day Treatment Center; sharing information on services provided to handicapped children; provision of personnel programs administered by the other agency.

DOE/DSSH joint agreements

Agreements between DOE and DSSH are needed in the following areas: vocational evaluation and training; work-study programs; vocational counseling; placement and follow-up services; vocational rehabilitation services; sheltered and other workshops; social services.

DOE/DAGS joint agreements

Agreements between DOE and the Department of Accounting and General Services are needed in the following areas: transportation for special education students; design and construction of special education facilities and provision of special education equipment; repair and maintenance of special education facilities and equipment.

DOE/UH joint agreements

Agreements between DOE and colleges and universities in Hawaii and other states are needed in the following areas: in-service and pre-service training for teachers, support personnel, administrators, para-professionals; consultation services from faculty members; professional certification requirements; allocation of federal funds for the handicapped from the Vocational Education Act; linkage between programs for special education students in DOE and in Community Colleges, UH, and other higher education programs.

DOE/Private Agency joint agreements

In cases where no DOE special education programs or services are available, DOE may contract with a private agency to provide the appropriate special education program or services. The private programs or services shall meet the relevant DOE program standards and be provided by licensed special education schools or service providers. The contract funding amount shall be sufficient to provide an equivalent program to that which would be offered in the public schools. When appropriate special education programs are established in the public schools, students in private programs shall be transferred to DOE programs.

Advisory Committee on Special Education

There shall be a State Advisory Committee on Special Education established to provide input from the community and participate in review of DOE policy decisions concerning special education. The committee shall be advisory to the Assistant Superintendent of OIS and to Special Education Branch. It shall be composed of members broadly representative of community viewpoints related to the educational needs of special education students. It shall include parents, special education students, members of private and professional organizations and representatives of community agencies as its members.

Responsibilities of DOE State Offices

DOE state offices

There are five offices at the state level of DOE: Instructional Services (OIS); Planning and Budget (OPB); Personnel Services (OOPS): Business Services (OBS); Library Services (OLS).

The office with the greatest responsibility for special education is the Office of Instructional Services where the Special Education Branch is located. However, all offices have a substantial involvement with special education. Each has a specific area of expertise for which it is responsible, i.e., instructional programs; personnel; business; planning, budgeting and information systems; and library services. The personnel in each of the state offices provide technical assistance in their area of expertise to other state offices and to district and school personnel.

Coordination

In order to ensure that special education students are provided the full range of services available within DOE, the activities of all offices at the state level involving special education shall be coordinated. Plans, activities, or proposals developed by one office which involve the jurisdictions of other offices should include the other offices in the development from the initial stages. Generally, the office under whose area of primary responsibility the problem falls will take the lead role; other offices that are involved will provide direct input from their areas of expertise. The Superintendent will make these assignments and resolve any disagreements. Several examples to indicate the type of coordination required between SEB and other DOE State offices are listed in *Figure 1*. A sign-off procedure should be instituted whereby an office in the lead role would obtain the review and comments of other involved offices prior to any final decision being made or department policy established.

Task force approach

In some instances it may be useful to create a task force comprised of personnel from several offices to work on an inter-office problem. The task force should have at least one member from each office which is involved, with the lead role taken by the office with primary responsibility; assignments would be made by each involved Assistant Superintendent with approval of the Superintendent. The task force should have a specific assignment, i.e., analysis of a particular problem and recommendations for its resolution, and a timetable for the completion of

Figure 1

EXAMPLES OF STATE OFFICE COORDINATION INVOLVING SPECIAL EDUCATION *

Planning Services Branch

- to provide technical assistance for the planning and analytical activities to the Special Education Branch.
- Special Education Branch to provide guidelines and requirements (often through established program standards) to incorporate into district planning and budgeting guidelines prepared by OPB.

Budget Services Branch

- to consolidate district and state offices budgets, including special education.
- Special Education Branch to review special education personnel allocation requests and special education budgets from districts and recommend action to Superintendent via Assistant Superintendent of OIS.

Information Services Branch (Superintendent's Office)

- to design data collection instruments, gather data from districts and state offices; maintain data bank for DOE.
- Special Education Branch to identify the data needs at the state and district level required to monitor, evaluate and improve special education programs.

Facilities and Auxiliary Services Branch (OBS)

- Special Education Branch to provide special education requirements and data and to work with the Facilities Branch to establish and revise facilities standards for special education.
- Facilities planning and the planning and budgeting for capital projects shall be coordinated and performed by the Facilities and Auxiliary Services Branch
- Projections of future numbers of special education students to be served and resource requirements

Accounting Branch (OBS)

- to provide costs of special education by program.
- Information requirements to be developed by Special Education Branch.

Office of Personnel Services (OOPS)

- to establish teacher and other professional certification standards for special education personnel with consultive services from the Special Education Branch and institutions of higher learning.
- to develop and coordinate in-service training programs for special education personnel jointly with the Special Education Branch and the institutions of higher education.
- to recruit and employ special education personnel.

Library for the Handicapped (OLS)

- to provide materials loan services through the school libraries and a central depository of specialized materials and media.
- Plan for the delivery of special education media, materials, and educational technology services.

*These examples are illustrative and do not provide a comprehensive list.

its work. The task force would report on its progress and results to the Superintendent; all involved Assistant Superintendents would be kept up-to-date on its findings and recommendations.

Responsibilities of State, District and School

Organizational relationships

The overall organizational structure of the DOE is composed of five state offices and seven district offices. The organizational relationship between the state offices and the district offices reflects the general organizational philosophy of the department, in which the policy decisions are centralized and the implementation is decentralized. The districts and schools have direct line operating responsibility for educational programs, while the state offices serve as staff to the Superintendent and have functional, i.e., indirect, responsibility for insuring proper implementation in their technical and professional areas.

Special education is represented at the state level by the Special Education Branch in the Office of Instructional Services, at the district level by the District Administrators of Special Education and Services, district special education teachers, and diagnostic personnel, and at the school level by principals, special education and regular education teachers, and educational assistants.

Special Education Branch Responsibilities

Special Education Branch

The Special Education Branch is the location of professional expertise in special education for DOE; its personnel should have the training and proficiency to take a leadership role in the promotion, improvement and expansion of special education in Hawaii. The responsibilities of SEB are:

Program planning and development

Plan and develop broad educational programs to meet the needs of special education students.

Develop policies, regulations, and procedures for special education.

Plan and develop identification, diagnostic, and educational prescription services.

Develop program standards, curriculum guides, recommended resource media and materials lists, equipment lists, and educational specifications for facilities for special education.

	To provide technical assistance in the selection, utilization and adaptation of highly specialized, infrequently used and experimental materials and media.
	Specify the required criteria to monitor and evaluate special education programs.
	Plan, develop, and conduct research and special projects concerning new programs, methods, materials for application to special education in Hawaii.
	Work with other branches in OIS and other offices in DOE to develop and modify programs, materials, and facilities for special education students.
	Perform overall state planning for special education in the DOE State Plan for Special Education and Services (both initial and updating activities) Projections of future numbers of special education students to be served and resource requirements PPBS analytical documents
Services to districts and schools	Provide professional assistance and consultive services to districts and schools in the implementation of special education programs, upon request.
	Monitor the activities of districts and schools to ensure conformance to program standards, curriculum guides, established instructional policies, and legal and administrative directives.
Training of special education personnel	Assist with the identification of pre-service and in-service training needs in special education.
	Develop and administer in-service training workshops for special education.
	Plan and present statewide conferences on special education.
Coordination, information dissemination, other agencies	Coordinate special education programs within the DOE.
	Coordinate special education programs, establish memoranda of agreement and contractual relationships with other public agencies and private agencies.

Disseminate information concerning special education
- *national and regional services available to the districts*
- *significant research results and promising educational activities and materials to districts*
- *general and program information to the public*

Function as DOE liaison and information disseminator with community groups involved with special education.

Work closely with the Advisory Committee on Special Education.

Review and recommend action on applications of private special education schools for licensing by DOE.

Planning and budgeting

Provide, through ORP and OBS, guidelines to districts for the planning and budgeting of special education programs and the allocation of special education resources (personnel and costs) in the districts.

Review the requested district budgets for special education and make recommendations on them to the Assistant Superintendent of OIS for transmittal to the Superintendent.

Review the districts' proposed special education personnel requests and allocation and make recommendations on them to the Assistant Superintendent of OIS for transmittal to the Superintendent.

Prepare the budget for SEB operation.

Administer Federal funds for special education.

Serve as the advocate for special education on the state level.

Serve as staff expert to the Superintendent and Assistant Superintendent of OIS on special education matters.

Review and recommend systemwide action on special educational proposals generated by teachers, educational officers, parents and community groups.

Analyze aggregate information concerning special education students and programs in Hawaii.

SEB organization

The two main functions of SEB consist of services to districts, schools and state offices. To accomplish these functions, the following professional positions within SEB are specified.

Director

Special Education Consultants in the areas of:
- *Mental Retardation*
- *Seriously Emotionally Handicapped*
- *Specific Learning Disabilities*
- *Physically Handicapped (crippled and other health impaired, visually handicapped)*
- *Speech and Language and hearing handicapped*
- *School Psychology*

Coordinators for:
- *P.L. 89-313 and Part B Projects (Federal)*
- *Resource Systems and Part G (Federal)*

EHA Part B Administration-Special Education Services

When responsibilities appear to duplicate efforts of the consultants or that the training of the consultants can be utilized in more than one area but not more than two program areas, SEB shall review the position in relation to priorities. Additional positions such as Coordinator for Preschool Education for the Handicapped or Coordinator for Institutional Programs and Child Development Centers may be established when the Department of Education is assigned state leadership for these programs. Federal Funds for Administration can be used for programs which meet national priorities set for states.

District Responsibilities in Special Education

District

The basic district responsibilities in the area of special education are to implement the special education programs and to provide the related services in compliance with the approved state policies, standards and guidelines. The overall responsibility for special education in the district lies with the District Superintendent. The District Superintendent is responsible and accountable for program operation in accordance with approved state policies, regulations, procedures and program standards. While the

District Superintendent is expected to maintain current knowledge of the special education programs, much of the responsibility for planning, budgeting, monitoring, and coordination is delegated to the District Administrators for Special Education and Services and to the Staff Specialists for Business Services and Personnel Services. Previously, the District Administrator for Special Education and Services was termed a Curriculum Specialist. The recommended title change is to reflect more accurately the responsibilities of the position. Program operation at the district level is performed by the district diagnostic personnel and district special education teachers under the supervision of the District Administrator of Special Education.

The specific district responsibilities for special education are:

District Superintendent

Provide or arrange for special education programs and services for all handicapped students under age twenty in the district.

Place special education students in appropriate special education programs as soon as determined eligible.

Maintain information records on all special education students to age twenty.

Provide regular data on special education to State office.

Maintain information on special education programs, parent organizations and other services for the handicapped which may be useful to parents, and shall make this infomation available to parents of special education students.

District Administrator of Special Education and Services

Coordinate and administer special education programs and services.

Supervise district special education personnel; these include diagnostic personnel, itinerant teachers and designated services personnel.

Administer district programs to identify students suspected of requiring special education services.

Maintain a district special education diagnostic materials collection for utilization by district diagnostic personnel.

	Supervise the provision of consultive assistance to special education teachers and support personnel.
	Monitor the schools' operation of special education programs to insure that the implementation follows approved policies, procedures and program standards.
	Plan and budget for special education within the district.
	Administer and supervise state special education schools within the district.
	Administer contracts with other public and private agencies to provide special education services for special education students of the district.
	Coordinate with SEB and other districts on matters concerning special education and special schools.
	Request assistance from the SEB and the Library for the Handicapped to locate and obtain needed special education resources not available at the local level.
	Coordinate with other agencies and organizations providing services to special education students at the local level.
District diagnostic personnel	*Provide screening and diagnostic services for students to determine their eligibility for special education programs and services.*
	Develop educational programming recommendations for each student in special education programs.
	Assist special education students' teachers in the translation of educational programming recommendations into individualized educational plans.
	Conduct a review of each special education student's progress within two months of placement.
	Provide technical assistance to special education teachers and regular education teachers with special education students.
	Reevaluate special education students in special education programs periodically and as needed.
	Provide itinerant instruction and services to special education students.

School Responsibilities in Special Education

School

Schools are responsible for the day-to-day operations of special education programs. Instruction and special education services are provided by teachers under the supervision of the principal. Special education, regular education and vocational education are coordinated and integrated at the school.

The specific school responsibilities for special education are:

School principal

Implement special education programs in accordance with approved policies, regulations, procedures and program standards.

Coordinate and administer special education programs and services in the school.

Refer students suspected or requiring special education services to the district diagnostic personnel.

Supervise special education personnel operating in the school.

Plan and budget for special education programs within the school.

All school personnel

Identify suspected special education students and conduct initial diagnostic screening (all teachers).

Participate in the educational evaluation of individual students, upon request.

Special education teachers and regular education teachers with special education students

Develop an individualized educational plan for each special education student.

Provide instruction for special education students.

Request available support services and technical assistance as needed to assist in programming and instructing each special education student.

Monitor individual student progress in comparison to the student's individual educational plan on a continuous basis. Modify student program as necessary to obtain satisfactory progress.

Conduct regular meetings with the student and the student's parents to review the student's progress within the program.

Hold an annual review of each special education student's progress. At this time recommendations shall be made for continuing or modifying the educational programming recommendations initially established for the student.

Resource teachers and integrated self-contained class teachers

Provide support to special education students when in regular classes and to their teachers.

Paraprofessionals in Special Education

Paraprofessionals shall be provided to serve in special education classes.

Policy and Program Development Process

Policy development

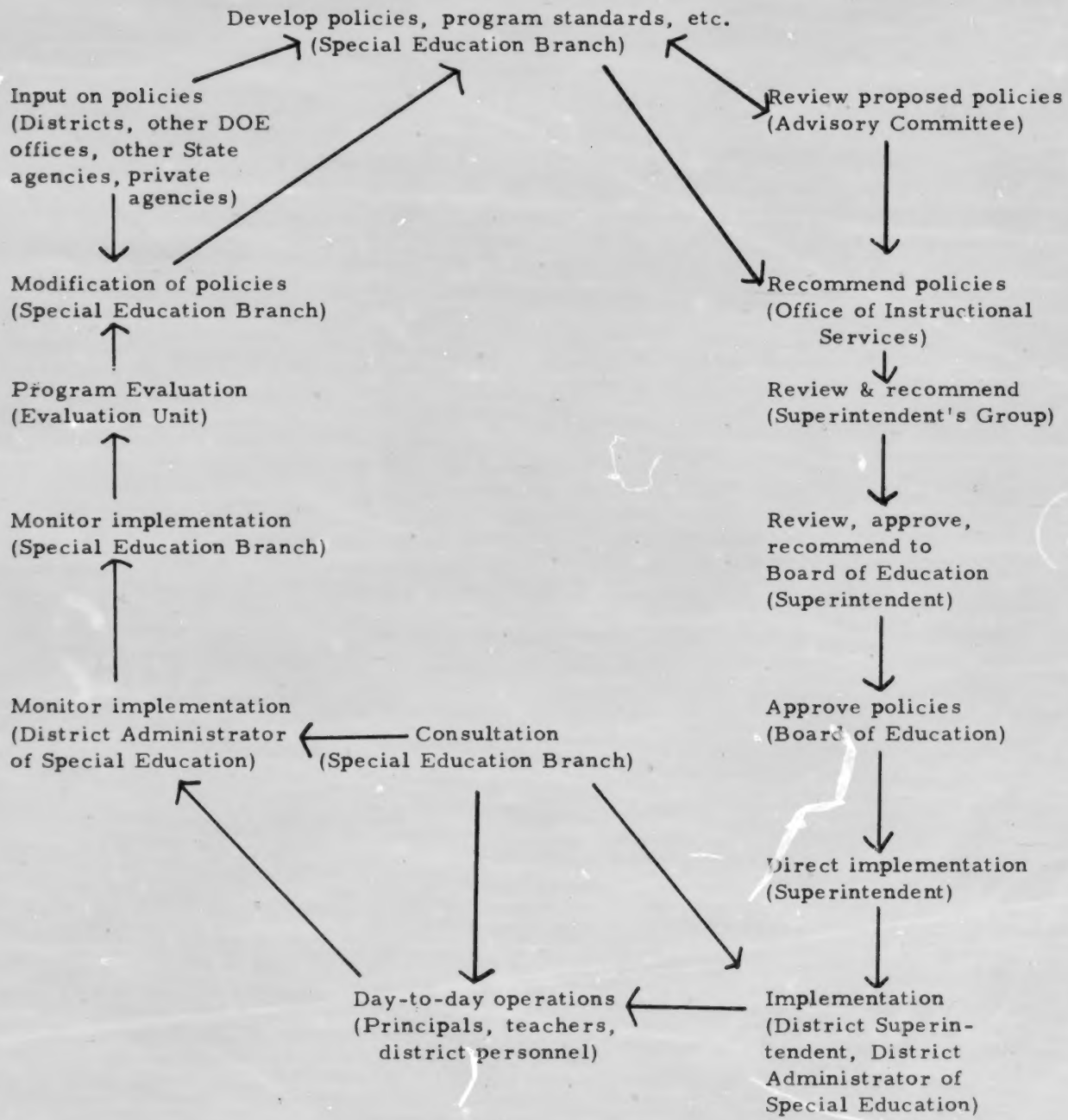
The Special Education Branch has the responsibility for developing the necessary statewide policies, regulations, procedures, program standards and curriculum guides for implementation and evaluation of special education programs. The development of these materials shall have the input of school and district personnel, other DOE offices, State Advisory Committee on Special Education, other state agencies, and the public during the formulation process; the input process shall include meetings, workshops and reviews of draft materials, as appropriate. In the following discussion, the term, "policies", will be used to refer to all of the types of materials above. *Figure 2* provides an illustration of the development process.

Review and approval

Once SEB has developed a proposed set of policies which it believes appropriate for special education in the State, these will be presented to the Assistant Superintendent of OIS for review and approval. At this time, the other branches within the OIS shall formally review and comment on the proposed policies for compatibility with other educational areas. At any stage in the review process, the proposed policies may be modified and/or returned to SEB for additional work. Throughout the process reasonable deadlines shall be established to insure that the policies move promptly toward implementation.

Figure 2

PROCESS FOR DEVELOPMENT, REVIEW, APPROVAL AND MODIFICATION OF SPECIAL EDUCATION POLICIES


Develop policies, program standards, etc. (Special Education Branch)
Input on policies (Districts, other DOE offices, other State agencies, private agencies)
Review proposed policies (Advisory Committee)
Modification of policies (Special Education Branch)
Recommend policies (Office of Instructional Services)
Program Evaluation (Evaluation Unit)
Review & recommend (Superintendent's Group)
Monitor implementation (Special Education Branch)
Review, approve, recommend to Board of Education (Superintendent)
Monitor implementation (District Administrator of Special Education)
Consultation (Special Education Branch)
Approve policies (Board of Education)
Direct implementation (Superintendent)
Day-to-day operations (Principals, teachers, district personnel)
Implementation (District Superintendent, District Administrator of Special Education)

Following the internal OIS review and approval, the Assistant Superintendent of OIS shall present the special education policies to the meeting of the Superintendent's Group (all Assistant Superintendents and District Superintendents) for their review and discussion. Following this review, the Assistant Superintendent of OIS shall present the recommended special education policies to the Superintendent.

The Superintendent will review the policies along with the recommendations of the Superintendent's Group. If approved, the policies requiring Board action shall be recommended to the Board of Education for action. The Board of Education shall review and act upon the proposed special education policies following their presentation by the Superintendent.

Implementation

Following Board approval (or approval by the Superintendent for items that do not require Board approval), the Superintendent shall direct the implementation of the special education policies throughout the state school system. The implementation of these special education policies shall be the responsibility of the District Superintendents. The operation of programs shall be the responsibility of district and school level personnel. Throughout the implementation process and program operation, SEB shall provide consultation for interpretation of policies, methods of implementation, and technical assistance.

Program monitoring

Monitoring of program implementation will be performed by both the district Curriculum Specialists, and the Special Education Branch personnel. It will involve regular visits to programs to insure that their implementation and operation are in accord with the state policies, regulations, procedures, and program standards. This should be a joint effort by both the district and state personnel, although due to their proximity to the programs the Curriculum Specialists will be monitoring on a more frequent basis.

Program evaluation

Program evaluation, i.e., the assessment of the effectiveness of the special education programs and the accomplishment of the program objectives, should be done by an evaluation unit in DOE. Every major special education program shall be evaluated on a periodic basis. A schedule for evaluation of special education programs shall be established and followed.

Modification of policies

Policies shall be modified where needed based on field experience and evaluation results. Modification of policies, like their development, shall be accomplished

by SEB with input from schools and district personnel, other DOE offices, the Advisory Committee on Special Education, other state agencies and private agencies following the process described above.

State, district and school initiated proposals

The development of proposals by school, district or state personnel for new projects, directions, approaches in special education must be coordinated with other activities in special education in Hawaii in order to ensure the most beneficial use of resources. The development process for federally funded projects initiated at the school, district or state level is described below. Federal funds are the major source of project funds; projects funded from state or other sources shall follow the same procedures.

Project development process

Prior to developing a detailed proposal, a declaration of intent shall be prepared which shall contain a brief description of the nature of and need for such a project. School and district level declarations shall be reviewed and approved by the District Superintendent and forwarded to SEB.

SEB and District Administrators for Special Education and Services may provide consultive services and technical assistance during the development of the proposal. The proposal should contain a needs assessment, concept and project description, target population, expected results, and a budget.

When the proposal is completed, it shall be reviewed and approved by the District Superintendent and sent to SEB for review. Concurrent with SEB review, the other branches in OIS shall review the proposal for compatibility with other programs. The process shall include sufficient time to allow for a thorough and professional review and reasonable deadlines to prevent delays.

The proposal shall then be reviewed by the Special Education Projects Review Committee. Projects initiated by the state office shall also be reviewed by this committee. If the proposal is disapproved, it shall be returned to the preparer for modification and resubmission. If the proposal is approved, it shall be returned to SEB and transmitted to the Assistant Superintendent of OIS for review and approval. Approved proposals are then transmitted to the Superintendent for review and approval. If approved, the proposals requiring Board of Education and Governor's office approval shall be transmitted to the appropriate location for action. After approval has been obtained, the school, district or state personnel shall proceed with the project implementation.

Chapter III

PROGRAM DELIVERY SERVICES

Available services

The Program Delivery specify the complete range of programs and services needed by special education students; which include the possibility of all appropriate programs and services for every special education student.

Program delivery services

The services are:

Identification, Diagnosis, and Prescription
Full-Time Self-Contained Class
Integrated Self-Contained Class
Resource Services
Itinerant Services
Designated Services
State Special Education Schools
Non-public School Services
Management and Support Services

Every special education student shall be accommodated within the above categorical means of delivery of services. The specific services utilized by a special education student shall depend not solely on the handicapping condition, but upon the total educational needs of the student. A special education student may receive services from more than one means of delivery at the same time, when appropriate.

DOE shall make all program delivery services available to special education students. To accomplish this, each district shall provide each program delivery service (except State Special Education Schools) among its program offerings. The implementation of each of them shall be in accordance with approved policies and program standards. In locating special education programs, the special education classes shall be placed in regular schools in the same area of the school building in which students of comparable size and/or age are housed. There shall be at least one feeder school unit in each district free of architectural barriers for each age range of students.

Placement and programming

Individual special education student placement in one or more of the program delivery categories shall follow the procedures specified in the State Plan for Special Education & Services for identification, diagnosis and prescription; DOE program standards; and the due process procedures established in DOE Rule 49.

Special education students shall be placed in programs which are as nearly like the regular educational program as possible, consistent with the student's needs and abilities. An individualized educational plan shall be developed for each special education student. The plan shall specify the appropriate program delivery service(s) and ensure that the student's educational program encompasses the total *Foundation Program* curriculum. The implementation of the educational program through each of the program delivery services shall meet the program standards as specified by DOE for the particular handicapping conditions of the students served through the service. Paraprofessionals shall be used based on the following conditions: (1) severity of the handicapping conditions, (2) age level, (3) size of class or number of children.

Coordination of special education programs and services within a school shall be responsibility of the school principal.

Identification, diagnosis, and prescription

Identification, Diagnosis, and Prescription

Each district shall provide specially trained personnel to identify all children with suspected handicapping conditions, diagnose the educational nature of the handicapping conditions, develop and assist teachers in implementing educational programming recommendations, and review the appropriateness of the educational placement. The specific services to be provided under this category shall be: psychological testing and evaluation; social work services; speech and language evaluation; and educational diagnostic and prescriptive services. Additionally, personnel providing the diagnostic services may provide direct assistance in the area of their specialization to special education.

Full-Time Self-Contained Class

In the full-time self-contained class, the special education students shall be assigned to a special education class and receive instruction from a special education teacher for the school day. The special education teacher shall be responsible for the total education program of the students.

Full-time self-contained classes shall concentrate on students with more intensive needs and group students with similar instructional needs. These classes shall be provided for those special education students who require separate placement to benefit from their educational program. Self-contained classes shall be located on regular school campuses.

Integrated self-contained class	In an integrated self-contained class the special education students shall be assigned to a special education class and receive instruction from a special education teacher for at least half of the school day. The students shall be integrated into regular education classes for the remainder of the school day. The special education teacher shall be responsible for the total education program. Integration of students into regular education classes shall be planned on an individual student basis in cooperation with the regular education teacher. During the time that all special education students in an integrated self-contained class are integrated into the regular education program, the special education teacher shall provide support and assistance to the special education students and/or the regular teachers. Not more than two students should be assigned to one regular classroom.
Resource services	Special education students who receive resource services shall be assigned to regular education classes; the regular education teacher shall have primary responsibility for the total educational program for these students. The special education resource teacher shall provide special education instruction for short periods during the school day to supplement the regular classroom instruction which shall develop the special skills to allow the student to meet the educational objectives of regular education. The special education resource teacher shall plan programs for the student in conjunction with the regular education teacher. The special education resource teacher shall also be responsible for providing resource services to the regular education teacher and/or the special education students in the regular education class. Such services shall include: curriculum adjustment; suggested instructional approaches; appropriate media and materials; special instruction; individual and small group tutoring; and counseling.
Itinerant services	For scheduled periods of time each day or week, an itinerant special education teacher, assigned to serve students from more than one school, shall provide direct instruction. Non-special education students may also receive services from itinerant services personnel only after the needs of special education students have been met. Specific itinerant services shall include, but are not limited to speech and language instruction; instruction for the visually impaired; instruction for the hearing impaired.

Designated services	Designated services shall be those support services which are necessary for the special education student to benefit from an education program. They shall be generally provided by specialists other than special education teacher. Designated services for special education students shall include, but are not limited to: mobility training; driver training; adaptive physical education; vocational counseling, placement and follow-up; parent education and training; physical therapy; occupational therapy; note-takers and interpreters for the deaf; mental health services.
State special education school	State special education schools shall be for those special education students who need intensive and specialized services not available through district programs. The state special education schools shall serve special education students with handicapping conditions whose severity or infrequent occurence makes it impractical and uneconomical for the school or district to provide a comprehensive program of education and services. State special education schools shall only be used when district programs cannot feasibly be developed. State special education schools shall be available for blind, deaf, severely and profoundly retarded students and students with crippling conditions, multiple handicaps, or other health impairments. Students with other handicapping conditions may attend state special education schools if their needs may be more adequately served in this manner. The state special education schools, although operated by the districts in which they are located, shall accept and serve special education students from all districts. They shall provide appropriate residential staff and facilities for those special education students for whom daily transportation between the school and the student's home would be impossible or detrimental to the student.
Non-public school services	Non-public school services shall be provided to special education students when the district determines that such services can more appropriately meet the needs of the student. Non-public school services shall include programs and services provided by other public agencies, private organizations or individuals; included are diagnostic and prescriptive services, as well as educational programs and services. Use of non-public school services must receive prior parental approval. The educational programs and services provided by other agencies shall meet standards established by DOE.

Districts may contract for non-public school services; however, the special education student shall remain eligible for and may receive all public school services not contracted for with the other agencies. Special education students may be enrolled concurrently in both public and non-public schools. The responsibility for the educational aspects of the non-public school services shall remain with the district even though services are being provided by another agency. The agency providing the non-public school services shall provide the district and the parent with periodic progress reports.

Management and support services

Management and support services shall provide the educationally related services necessary to plan, implement, administer, and evaluate a total special education program.

Management services shall include, but are not limited to administration; clerical; program planning; supervision, in-service training; program monitoring and evaluation.

Support services shall provide the operating and maintenance services necessary to implement a total special education program. They shall include, but are not limited to physical facilities; specialized equipment; transportation.

Chapter IV

IDENTIFICATION, DIAGNOSIS AND PRESCRIPTION

The Master Plan for Public Education in Hawaii and the legal statutes under which the educational system operates make clear the State's commitment to equality of educational opportunity for all children.

In order to achieve this fundamental goal for children who are handicapped, a systematic and on-going process of identification of children with handicapping conditions, diagnostic evaluation of their specific learning problems, and prescription of appropriate educational program recommendations to meet their needs must take place.

The identification, diagnostic, and prescriptive process must begin at the earliest age possible, an important key in preventing or compounding problems later. It must be comprehensive in scope in order to address the wide array of factors which affect learning. Finally, the process must concern itself with prescribing for the individual child, in terms of each child's specific and unique learning needs.

Throughout, due process procedures must be followed to guard the rights of children and their parents and confidentiality of information must be maintained strictly.

Administrative Role

Identification of unserved handicapped children; joint effort

A concerted and on-going effort to locate and identify children below age twenty who may be in need of special education shall be undertaken by the Department of of Education, in coordination with the Department of Health, Department of Social Services and Housing and other public and private organizations involved with handicapped children. Activities to locate and identify unserved handicapped children shall be coordinated by the SEB and carried out by the appropriate agencies and organizations, in accordance with memoranda of agreement established at the state level between DOE and DOH, DSSH and other public agencies and by arrangements between DOE and appropriate private organizations.

District role

Each district shall undertake appropriate screening and evaluation procedures in order to ensure the identification and diagnostic evaluation of all children below age twenty who are in need of special

education programs and services, and shall develop such programs and services, as consistent with identified needs.

The district shall cooperate with units of other public and private agencies to obtain information on children residing in the district who may be in need of special education.

Parent information

Each district shall maintain information on special education programs, parent organizations and other services for the handicapped which may be useful to parents, and shall make this information available to parents of special education students.

District diagnostic personnel: primary responsibilities and services

Diagnostic personnel shall be designated by each district for the following primary purposes: educational evaluation of children with suspected special education needs; review of such evaluation; recommendation of appropriate special education placement and educational programming; assistance in implementation of prescriptive educational recommendations; and direct services to special education teachers.

Diagnostic personnel shall be coordinated by a school psychologist and shall provide the following: educational diagnostic and prescriptive service; psychological testing and evaluation; social work services; speech and language evaluation.

District diagnostic personnel shall coordinate their activities with DOE and DSSH services and personnel, and other agency personnel at the local level in order to ensure comprehensive assessment of each child. In addition, district diagnostic personnel shall be involved in participating in DOH diagnostic processes, as appropriate to educational evaluation.

Sufficient numbers of district diagnostic and administrative personnel shall be employed in order to adequately provide effective service coverage. Diagnostic personnel shall be employed during the summer months as well as during the school year in order to evaluate referred children prior to the beginning of the school year and to prevent unnecessary delay in providing them appropriate special education services. Such personnel shall meet qualifications as established by DOE.

Diagnostic materials

Each district shall maintain an adequate supply of screening and diagnostic materials for utilization by diagnostic personnel in conducting educational evaluations.

Identification and Referral Process

Initiation of referral

Procedures to refer children below age twenty with suspected handicapping conditions for screening and/or educational evaluation may be initiated by parents, family physician, public or private agency personnel, teachers, school nurse, other DOE personnel or other concerned adults.

Screening

Screening procedures shall normally be undertaken prior to referral for educational evaluation. Such screening shall seek to identify children with special learning needs who might benefit from special education.

Referral for screening shall normally be made to the student's teacher or to the principal of the school in which the student is enrolled. For children not in public school, referral shall be made to the district office.

For children already in attendance in school, the student's teacher, with assistance as necessary from the school counselor and other school or district personnel, shall conduct screening procedures to determine whether further evaluation of the student's learning problems is necessary. For children not attending public school, screening normally shall be conducted by district diagnostic personnel.

Screening shall follow DOE Standards for Identification, Diagnostic and Prescriptive Services.

Hearing and vision screening

Hearing and vision screening shall be conducted by DOH personnel. For children so screened and suspected to be in need of special education, DOH shall make a referral to DOE for further educational evaluation.

Request for educational evaluation

After appropriate screening has been conducted, and/or if it is believed that the child may be in need of an educational evaluation to thoroughly assess and diagnose his or her educational needs, referral shall be made to the school principal or, if the child is not in attendance in school, to the district office.

Upon review of pertinent information, the school principal shall decide if an educational evaluation will be requested, and shall notify the student's parents as to the decision. Such request for an educational evaluation shall be made to the district office. For children not in attendance in school, the district office shall make the decision pertaining to an educational evaluation and shall notify the child's parents.

If it is determined the evaluation would be more appropriately conducted by another agency, the district shall inform the parents of the appropriate agency to conduct the evaluation, assist in arranging for the evaluation and provide upon request, the educational component of such evaluation.

Referral for educational evaluation shall follow due process procedures and, when applicable, utilize forms as specified in DOE Rule 49.

Below school entry age referrals

Referral for screening and/or evaluation for children below school entry age shall normally be made to the DOH. DOE shall, upon request, provide personnel to conduct the educational component of screening and evaluation for such children.

Diagnostic and Prescriptive Process

Determination of information gathering

District diagnostic personnel shall review the referral to assess the type and extent of further information gathering and evaluation that will be necessary to determine if the referred child is in need of special education services.

Protection of confidential information

District diagnostic personnel shall have access to all student school records; the confidentiality of the information contained in the records shall be maintained.

Permission to review confidential information pertaining to a referred child which is maintained by another agency, organization or individual shall be obtained from the proper authority. The confidentiality of any information obtained in this manner shall be protected.

Initial information

Initial information on the referred child shall be collected by diagnostic personnel. Such information may include observation of the student's behavior in the classroom setting, review of achievement data, academic skill profiles, screening information and other pertinent information such as social case history, medical history and progress made in programs or services provided by other agencies.

Preliminary diagnostic conference

A preliminary conference involving diagnostic personnel, and which may include the child's parents, physician and other DOE and other agency personnel, shall be conducted to determine the necessity, extent and nature of additional evaluations to be undertaken. Such determination shall be based on the adequacy of available information to precisely describe the

appropriate educational programs or services necessary for meeting the child's educational needs.

If it is determined that there is in existence sufficient evidence to clearly establish eligibility or ineligibility for special education, along with data to adequately describe the nature and extent of services required, educational recommendations shall be made, following guidelines below and procedures as specified in DOE *Rule 49*. If further information is required, a comprehensive educational evaluation shall be specified.

Components of comprehensive educational evaluation

A comprehensive educational evaluation shall be conducted by district diagnostic personnel, and may include other professionals as necessary and appropriate, such as DOH and DSSH personnel, the child's physician, teachers, school counselors and others involved in the child's educational program.

The extent of the evaluation shall be determined by the nature and severity of the child's problem. The evaluation may include, but shall not be limited to: social development study; measures of adaptive behavior; medical examination; medical history and current health status; vision and hearing evaluation; academic history and current functioning; educational evaluation; psychological evaluation; mental health evaluation; language evaluation; direct observation of child's behavior.

An intelligence quotient or any other single standarized test score shall not be utilized as the primary criterion upon which evaluation is made.

All or part of a comprehensive evaluation may be conducted by private agencies. The results of such evaluation shall be reviewed by district diagnostic personnel in the same manner as those conducted by public agency personnel.

Resources evaluation

As part of each child's evaluation, a preliminary determination of the available resources for meeting the student's educational needs shall be made. The survey shall indicate the availability at the district and school level of necessary instructional materials and media, specialized equipment and trained personnel, as well as a description of additional resources that may be needed.

Case conference

After data are available from a suitable evaluation to fully assess the child's special needs, a case conference shall be held at which the evaluation

results are reviewed by district personnel. Diagnostic personnel may, at their discretion, include other appropriate individuals in the conference, such as the child's parents, physician, teachers, school principal and other DOE, DOH and other agency personnel.

Educational recommendations

Recommendations for an educational program for the child shall be made at the case conference based on evaluation data and documented information. Such recommendations shall comply with eligibility criteria specified in DOE standards for identification, diagnostic and prescriptive services. Recommendations shall be made following procedures as specified in departmental procedures for implementing DOE *Rule 49*.

Educational recommendations for children eligible for special education shall indicate suggested program delivery services and shall include specific educational needs, education arrangement, class placement, as well as suggested instructional techniques that may be utilized in effective educational programming. Such recommendations should be stated in terms of the individual child's diagnostic profile.

Special education placement in a particular program delivery service shall be made so as to enable the handicapped student to participate in programs within or approximating regular education as much as possible.

Non-public school placement

For children found eligible for special education, but for whom placement in public school programs is not available, the educational recommendation shall be made to the appropriate contracted agency and all pertinent educational evaluation information transmitted with the approval of the parent. Such procedures shall provide for due process for the child and parents and protection of the confidentiality of the information transmitted.

Non-eligible students

For children not found eligible for special education but who require services of the type provided by district diagnostic personnel, consultation and direct services to students and teachers shall be made available by district diagnostic personnel only after needs of special education students are met.

Prompt completion of process

Processing of referrals, completion of educational evaluations and transmittal of educational recommendations shall be carried out promptly and without delay. Such process shall be completed within three months of initiation of referral.

Due process activities

Parents shall be informed and participate in the educational planning as required by Federal Statutes. Counseling services to parents shall be provided by members of the diagnostic or special services teams, counselors or others.

Chapter V

EDUCATIONAL PROGRAMS

Throughout the *Master Plan for Public Education in Hawaii*, educational goals are stated in terms of providing programs to help learners realize their unique potentialities. For the handicapped, the *Master Plan* specifically spells out the intention of establishing *"programs that will adequately accommodate those students with special needs."*

Since special education students have differing and unique needs, individualized educational plans must be developed for each student and careful monitoring of student progress must take place. Similarly, if the goals of the *Master Plan* are to be realized, extra assistance and support must be avilable to help address the particular problems associated with handicapping conditions.

Regardless of the handicapping condition, all students are entitled to the broad range of curriculum set by Hawaii's *Foundation Program*, and an opportunity to participate with regular education students to the fullest extent possible.

Program Implementation

Pre-placement meeting

Following the completion of evaluation procedures and the development of an educational recommendation for a student found eligible for special education, district diagnostic personnel, shall, prior to the student's placement, meet with and deliver the educational recommendation to the teacher who will have primary responsibility for the student and those other personnel who may have responsibility for specialized portions of the student's program, including the school principal. The purpose of this meeting shall be to discuss the educational recommendation for the student and to assist the student's teacher(s) and other personnel in developing an individualized educational plan as related to the student's diagnosed learning needs.

Individualized educational plans

The teacher having primary responsibility for the student shall, with the assistance of the district diagnostic and other appropriate school personnel, develop an individualized educational plan for the student, referenced to immediate, intermediate, and long-range objectives to aid in the measurement of student progress toward educational goals.

The educational plan shall be available for review at any time by the student, the student's parents, and other appropriate DOE personnel.

Implementation responsibility

Responsibility for providing for the implementation of the educational plan shall rest with the teacher having primary responsibility for the student, as specified in the Program Delivery Options Chapter of this document. Such implementation provision shall also include: scheduling arrangements with other school personnel in order to encompass all aspects of the total curriculum; ongoing monitoring and review of the student's progress; and necessary modifications of adjustments in instructional program as appropriate.

It shall be the ultimate responsibility of the school principal to ensure that proper implementation of the educational recommendation is being made.

Support system: assistance to teacher

Technical assistance shall be available to the special education student's teacher(s) from district diagnostic or other special education personnel upon request. Such technical assistance may consist of in-service training and demonstrations in instructional techniques, classroom management, instructional materials and media selection, utilization and adaptation, or assistance in similar areas which pertain to aspects of the student's educational program.

Other services; direct services

Other instructional and designated services, including district services, such as speech and hearing services and those provided by district diagnostic personnel and itinerant special education teachers or designated services specialists shall be available to the teacher on request. Requests shall be channeled by the school principal.

Assistance from the Department of Health and other public and private agencies at the local level shall normally be coordinated by District Administrator of Special Education.

Additional resources

Teacher requests for other assistance, including consultation regarding rare or complicated handicapping conditions, specialized assistance, training or expertise not available at the district level, and other special education resource information shall be coordinated through the District Administrator of Special Education to the Special Education Branch. Such sources for assistance and information may include DOE, other public agencies, Hawaii's institutions of higher learning, private organizations and regional

and national organizations involved in education of the handicapped. SEB shall have the responsibility to respond to such requests and arrange for needed services.

Instructional materials and media support

Instructional materials and media for use with special education students shall normally be provided by the school through the other current expenses and equipment budgets at the school level and available in the school library. Additional materials and media for the handicapped shall be made available to the teacher and district personnel through the Library for the Handicapped in the Office of Library Services.

Assistance in the selection, utilization and adaptation of instructional materials and media shall be provided to the teacher by district diagnostic personnel or other special education personnel. Assistance related to highly specialized, infrequently used or experimental materials and media shall be available, either directly to the teacher or through the district personnel, from the Library of the Handicapped in coordination with SEB.

Parent education and conferences

Meetings with the student, the student's parents and teacher(s) to discuss the student's progress within the program, as well as other mutual concerns, shall be held at least four times during the school year, or more frequently as necessary. Schools or districts may conduct parent education activities so that parents may understand special education programs, policies and characteristics of handicapped students and how their educational needs can be met.

Program review

District diagnostic personnel shall conduct a review of the student's progress within two months of placement, and shall discuss the results of such review with the student's teacher and/or other appropriate school personnel.

Review of student progress may be conducted by teacher(s) involved in aspects of the student's program at any time deemed necessary and appropriate. An annual review of each student enrolled in special education shall be conducted by the teacher having primary responsibility for the student in order to assess student progress and effectiveness of educational programming. Input shall be provided by school personnel having responsibility for other aspects of the student's program. Assistance may be provided by other school or district personnel, or other agency personnel who have been included in the student's educational program. The review shall indicate the student's actual progress with respect to expected gains as specified in the

student's individual educational plan. A written copy of the annual review shall be prepared, along with any recommended changes in educational program, and shall be submitted to the school principal, with copies to the student's parents and the district office.

Reevaluation

If at any time the special education student's placement is felt to be inappropriate, or if the annual review indicates a need for reevaluation of the special education student in order to more accurately assess his or her learning needs, the teacher, parents or other school or district diagnostic personnel may request a reevaluation of the student's special education needs. Such request shall be made to the school principal, and shall include pertinent current information on the student, as well as the original educational recommendation. The principal may request input from the student's parents, teacher, other school or district personnel, other agencies or individuals, as appropriate. The decision to request reevaluation shall follow due process procedures as specified in DOE *Rule 49*. A complete reevaluation shall be undertaken by the district when deemed appropriate. Reevaluation is recommended at least every other year, and prior to a student's entry into intermediate and high school levels, and prior to the initiation of a vocational preparation program.

Year round programs

When appropriate, year round programs shall be available for special education students who may benefit from additional programs and services. Students who reside in institutions shall be provided with educational and/or recreational programs all year round.

Post-school responsibility

Existing information pertaining to former special education students shall be retained at the district office until the former students have reached age twenty.

Requests for educational services from former special education students under age twenty who may still be in need of such services shall be coordinated by the district office. The district in which the individual resides shall have the responsibility to provide or arrange for appropriate educational services.

Pre-kindergarten

Where diagnosis has been made and it has been determined by DOE that a child below school entry age is in need of special education programs or services to help overcome or prevent complicating handicapping conditions, DOE shall ensure that such programs shall be provided. Placement in pre-kindergarten programs shall be made following procedures to provide for due process for the child and parents.

Pre-kindergarten programs operated by DOE shall follow procedures pertaining to individualized educational plans, with provision for review and reevaluation, as applicable as described above.

Curriculum

Foundation Program base

The *Foundation Program* shall provide the basis for curriculum development for special education students. The total education program for each special education student shall seek to encompass, during each school year, participation, instruction and experiences in each of the following *Foundation Program* areas: Basic Academic Programs; Guidance and Counseling Program; Student Affairs Program; Career and Vocational Education.

Modifications

The *Foundation Program* areas shall be modified as required, so that needs of special education students can be met. Such modifications shall have the purpose of providing experiences to overcome, compensate for or cope with the interference to learning resulting from the student's handicapping condition. Wherever possible, regular curriculum activities and materials shall be utilized for special education students, but curricular adaptations shall be made when necessary to meet the special needs of the handicapped.

Supplemental curricular elements shall be provided in addition to the regular curriculum for special education students as appropriate and necessary for their successful functioning. Supplemental curricula shall consist of special skill development areas, such as mobility training for the blind, language and communication skills for the deaf or adaptive physical education for the crippled or other health impaired.

A curriculum with substantial modifications of the basic *Foundation Program* areas shall be provided for those special education students who have extensive learning needs which differ from the regular student. Such modified curriculum shall address those areas which are of particular importance in the student's development, such as self-help skills for the moderately and severely mentally retarded, and shall consist of experiences and materials geared to their particular needs. Such modifications shall be made as necessary for all the basic areas of the *Foundation Program*, so that breadth of curriculum is provided to all special education students.

Program Standards and Curriculum Guides

State office responsibility

In order that appropriate educational programs be provided to all special education students, DOE shall establish, disseminate, and periodically up-date program standards to ensure that state educational objectives are being met. Special education program standards shall provide guidelines and direction for the delivery of special education programs and services.

Program standards by handicapping condition

Program standards which address the special education needs of children with handicapping conditions shall contain but not be limited to the following information: description of handicapping condition; program goals and objectives; recommended program delivery services; required facilities, resources, equipment, and supplies in addition to those provided in regular education; staff qualifications, roles and responsibilities; recommended staffing ratios; specific instructional techniques; services available from other agencies.

Program standards that shall be revised or developed for implementation by districts include:

Program Standards for Mental Retardation

Program Standards for Hearing Handicaps

Program Standards for Visual Handicaps

Program Standards for Crippled and Other Health Impaired

Program Standards for Serious Emotional Disturbance

Program Standards for Specific Learning Disabilities

Program Standards for Multiple Handicaps

Program Standards for Speech Impairments

Additional standards

Additional standards shall be developed which guide the implementation of specific aspects of special education programs and services. Such standards shall include:

Standards for Identification, Diagnostic, and Prescriptive Services

Standards for Early Education Programs for the Handicapped

Standards for Career and Vocational Education for the Handicapped

Curriculum guides	Curriculum guides particular to the above handicapping conditions which have been developed nationally or by other states can be adapted for Hawaii for use by schools or teachers in Special Education. Such guides shall define the scope and sequence of knowledge and skills to be imparted at each appropriate level within the *Foundation Program*. Curriculum guides shall present a continuum of specific student achievement goals, sub-goals, and objectives relevant to the *Foundation Program* and any other specialized curricular areas which relate directly to the handicapping conditions.
Materials listing	A list of recommended instructional materials and media appropriate for use with students with differing handicaps, along with criteria for materials selection, shall be developed and updated periodically. Whenever the SEB can utilize resources available such as ERIC, AIM, Regional Area Learning Resource Centers and the National Center for Educational Media and Materials for the Handicapped, the SEB will coordinate the activities. SEB shall involve district and school personnel and the Library for the Handicapped in planning for the utilization of these resources.
Other DOE documents	Information and specifications pertaining to special education programs and services shall be included, as appropriate, in other DOE documents.

Chapter VI

CAREER AND VOCATIONAL EDUCATION

In both the *Master Plan for Public Education in Hawaii* and the *Foundation Program* attention is paid to the importance of helping students acquire knowledge, skills and attitudes with which to relate to the world of work. This goal of ensuring career awareness and occupational skill development receives additional emphasis in programs designed to prepare special education students for the world beyond the classroom. Career education in Hawaii is seen, not as a separated course of study, but as a basic concept interwoven in each child's educational experience. Setting the overall direction is *Hawaii's Career Development Continuum*, wherein a sequence of planned activities--beginning with career awareness, moving through career exploration, and progressing to vocational preparation and placement--is integrated into the pre-school through community college curriculum. It is within this framework that programs are provided which stress the unique needs presented by students with handicapping conditions. It should be remembered, however, that children now entering school will be in the labor force in the year 2000, and it is clearly not possible to attempt to predict what kind of society or what kinds of specific jobs may exist at that point. It is, rather, the task of any education plan, while attempting to prepare students to earn a living, to provide instruction in how to learn, how to recognize new problems as they arise, and how to seek help in upgrading skills or developing new skills for career furtherance.

Program Provision

Career Development Continuum

Students in special education programs or receiving special education services shall be provided education in career development and vocational preparation in a manner which follows *Hawaii's Career Development Continuum*.

Program alternatives

A variety of vocational program alternatives shall be available for special education students, with the type of program determined by the particular needs of the individual student. Wherever possible, special education students shall participate in the regular career and vocational education program. Regular vocational education programs shall be open to any special education student as appropriate, with support services available as necessary. Students whose

	learning needs cannot be met by participation in existing regular programs shall be provided modified or special programs to meet their career development and vocational preparation needs.
Program development	Programs shall be developed for students whose needs cannot be met by existing career and vocational programs. The development of new programs shall be undertaken jointly by Special Education and Regular Education, consulting with the Department of Health, the Division of Vocational Rehabilitation, and other public and private agencies, as appropriate.
Provision for review	Each special education student's progress within the career and vocational education program shall be monitored and periodically reviewed on a continuing basis, and adjustments made as needs indicate.
Responsibility	The responsibility for assuring that each special education student's progress is maintained through program phases, that reviews and necessary adjustments are made, that vocational assessment is carried out, that individualized vocational preparation plans are developed, and that support services are provided as necessary shall be fixed on a single individual, depending upon the student's level and the particular program in which the student is participating. Such individuals shall be the teacher having primary responsibility for the student, the school counselor, other designated school personnel responsible for vocational programs, or other agency personnel. Final responsibility shall rest with the school principal.
Additional services	Job counseling, placement and follow-up services shall be provided special education students by school personnel or through arrangements with other public or private agencies. Specialized instructional materials and media to meet the career and vocational education requirements of special education students shall be provided at the school level and/or made available through the Library for the Handicapped, Office of Library Services, with assistance as necessary from the Special Education Branch. Special equipment and supplies to meet the vocational needs of special education students shall be available at the school level, either through the Department of Education, or in cooperation with other public or private agencies.
Inter-agency cooperation	The Department of Education shall cooperate with the Department of Health, the Department of Social Services and Housing and other public and private agencies which provide career and vocational education services

for special education students. Such cooperation shall take place for the purposes of development and provision of special programs, providing comprehensive services and advanced skill training, and sharing in the utilization of resources. Such cooperation shall be specified in memoranda of agreement between the DOE and other public agencies and contracts with private agencies.

Program Phases

Career awareness

Awareness of self as related to the world of work and to different types of careers shall be included as part of every special education student's program. Awareness activities shall normally be an integral part of each student's academic program. Such activities shall be emphasized in the earliest grade levels, but shall extend as part of the ongoing academic program to ensure continuous expansion of self-career related knowledge. Evaluation of student progress with respect to career awareness shall be based upon achievement of learner objectives for appropriate grade levels as specified in the *Career Development Continuum*, with such modifications or adjustments as may be necessary.

Career exploration

Career exploration and exploratory experiences shall be included as part of every special education student's program. The career exploration phase shall consist of activities designed to impart information on specific occupations, to increase employability skills, and to instruct in the area of work attitudes. It shall also include participation in guidance course offerings. Occupational information shall normally be an integral part of each student's academic program. Career exploration and exploratory experiences shall begin in the earliest grade levels, receiving main emphasis in the intermediate and higher levels. Evaluation of student progress with respect to career exploration shall be based upon achievement of learner objectives for the appropriate grade levels as specified in the *Career Development Continuum*, with such modifications or adjustments as may be necessary.

Vocational assessment

Prior to entry in a vocational preparation program, each special education student's handicapping condition, and academic and social progress shall be reviewed, and an assessment made of work interests and capacities relative to the performance of specific job tasks. Such assessment shall include input from the student and shall seek to provide a high standard of vocational goals for the student. Vocational assessment procedures shall follow guidelines specified by the

Department of Education, in conjunction with the Division of Vocational Rehabilitation.

Individualized vocational preparation program plans

Based on the findings of the review of the student's handicapping condition and progress and the vocational assessment, an individualized comprehensive program plan of instruction and services relative to vocational preparation shall be developed for each special education student. Program plans shall include: recommended vocational preparation program alternatives; related academic and social instruction; guidance and counseling; necessary supportive services; special instructional materials needs and modifications of materials; instructional packets as supplemental teaching aids. Vocational assessment and the development of the vocational preparation program plan shall be made by the teacher having primary responsibility for the student, with assistance from the school counselor, vocational education personnel at the school or district level or other public or private agency vocational personnel as appropriate. The individual vocational preparation program plan shall be discussed with each special education student and the parents of each student prior to initiation of the vocational preparation program. When applicable, due process procedures of DOE *Rule 49* shall be followed.

Vocational preparation

Special education students shall receive vocational preparation, as appropriate to their needs and capacities. Vocational preparation shall include job skill instruction, as well as necessary related programs for the development of academic and social skills. Vocational preparation shall normally commence at the high school level. Earlier entry to vocational preparation programs shall be available, as determined appropriate to individual student needs. The particular vocational preparation program in which the special education student participates shall depend upon the student's individual needs. Vocational preparation program alternatives which shall be available to special education students include participation in the following: Introduction to Vocations program, with special education assistance as necessary; Occupational Skills program; vocational education programs which may be developed as needed for students with special needs and/or for those in regular education; cooperative work-study programs; preparation and training for sheltered workshop placement; vocational preparation programs provided by other public and private agencies, regular post-secondary and community college vocational education programs, with specialized assistance as necessary; and special post-secondary and community college vocational education programs.

Vocational preparation program review	A review of the special education student's progress in the vocational preparation program, with special attention to the student's handicapping condition as it relates to his or her capacity for vocational preparation, shall be undertaken annually, or more frequently if deemed necessary. Program modifications shall be made as needs indicate. When applicable, due process procedures of DOE *Rule 49* shall be followed. Request for review of an individual student's vocational preparation program may be initiated by educational or other agency personnel, the special education student, or the parents of the student. The responsibility for vocational preparation program review shall rest with the teacher having primary responsibility for the student with assistance from the school counselor and individual(s) providing vocational preparation instruction.
Job counseling	The school counselor shall provide job counseling services to those special education students not receiving such services from other public or private agency programs.
Special education job committee: placement and follow-up	Each school providing high school level programs for special education students shall establish a committee and designate a coordinator to locate jobs, contact employers and provide other placement services for special education students not receiving such services from other public or private agency programs. Such committee shall also be responsible for follow-up contact for special education students not receiving follow-up services from other agency programs. The committee shall normally consist of one or more special education and vocational education teachers, the school counselor, Occupational Skills Coordinator, and other individuals as appropriate, including Division of Vocational Rehabilitation personnel, and local representatives of State employment services. The committee shall assume an advocacy role for securing advanced vocational instruction or the development of new vocationally related skills for special education students as appropriate during the follow-up period.
Follow-up contact	Follow-up services shall be available for special education students to age twenty who leave school. Such service shall include: regular contact during initial weeks of employment; periodic contact every three months the first year and annually thereafter; job counseling services as requested. Follow-up

information shall be transmitted to the district office for students' records.

Program Evaluation

District and school program monitoring	Regular monitoring of district and school level career and vocational education programs shall be undertaken by the Office of Instructional Services in order to determine conformance to guidelines and program standards.
Comprehensive program evaluation	Indepth evaluation to assess the effectiveness and appropriateness of career and vocational programs and to determine additional program needs shall be undertaken on a periodic basis by DOE.
Representation on state advisory committees	Consideration of the goals, planning and direction of career and vocational education programs for special education students shall be included as part of the function of the State Advisory Committee on Special Education. Interests of the handicapped shall be adequately represented on the State Vocational Technical Education Advisory Council, and on such State committees which may exist for similar purposes, by a member or members having had training and experience with education or habilitation of the handicapped.
Representation on local advisory committees	Interests of the handicapped shall be adequately represented at the district level on trade advisory committees or on such local committees which may exist for similar purposes.
Governor's Committee on Employment of the Handicapped	DOE shall coordinate its activities with those of the Governor's Committee on Employment of the Handicapped in the following areas: barrier free design, employment, rehabilitation, recreation and leisure time activities, publicity and information dissemination.

Chapter VII

PERSONNEL PLANNING AND DEVELOPMENT

Effective planning for the coordinated and efficient use of material and human resources involves the cooperative effort of the Department of Education, the University of Hawaii and other colleges and community colleges of the State, as well as support from regional and national special education resource organizations.

The intermediate and long term demand for special education personnel should be satisfied by a combination of pre-service preparation programs and regularly scheduled in-service training courses. Short term training for specific skills needed and requested by practicing professional special education personnel during a given school year should be done on an as-needed basis.

Special education personnel planning shall follow a six-year cycle, updated each year. The six-year cycle is consistent with the State PPBS cycle and the other special education planning periods.

All agencies involved in the preparation, certification and use of special education personnel should work together to ensure that the requirements, standards and activities are compatible and that their resources are used in the most efficient manner. Projection of the required number of special education teachers by type and handicap specialty should be done on an annual basis, based on enrollment projections, information on types of handicapping conditions and program delivery options, and projected special education needs.

Personnel Planning

Personnel categories

Implementation of a comprehensive special education program for Hawaii will require five categories of personnel: education officers; special education teachers of all program delivery options; support personnel; para professionals, and other special education personnel. The planning shall estimate annually the six-year projected shortages and excesses in the state for each category of special education personnel by area of expertise in a handicapping condition and program delivery option.

OOPS coordination	The Office of Personnel Services (OOPS) shall coordinate the personnel planning, but other units in DOE shall provide necessary data and projections.
SEB projections	The planning shall begin with a projection for the upcoming six years of the students requiring special education programs and services. The projections shall be by type of handicapping condition and by program delivery services. Information Systems Branch, Office of the Superintendent, shall be responsible for making these projections and shall utilize estimated incidence rates of handicapping conditions appropriate to Hawaii and school enrollment projections supplied by the Office of Business Services. The Office of Planning and Budget shall provide timely information on projected special education needs. According to all projections and the staffing standards for special education, SEB will project the number of special education personnel required annually by type of personnel for the six year planning period. These projections shall be supplied to OOPS.
Shortages and excesses	Using the approach contained in the Anticipated Teacher Needs program, OOPS shall identify the current number of qualified special education personnel by type and the anticipated number in each of the next six years. The projections of available special education personnel shall then be compared with the required number of special education personnel by type and the shortages or excesses determined.
Joint planning	Using the OOPS projections as a basis for planning, DOE and Hawaii institutions preparing special education personnel shall meet annually in a joint session to coordinate the number and types of special education personnel being trained and the projected requirements for special education personnel. The meeting shall be called by the Assistant Superintendent of OIS and shall include participants from SEB, OOPS, OPB, Department of Personnel Services, UH, Community Colleges, other colleges and universities having special education programs, private agencies providing programs for handicapped students, and professional organizations and other agencies concerned with special education and special education personnel. The meeting shall be used to review the personnel projections and to discuss strategies for fulfilling the shortages and reducing the excesses.
	Pre-service Education
Pre-service coordination	The UH, Community Colleges and other colleges and universities preparing special education personnel

shall be responsible for the planning and delivery of the appropriate pre-service special education training programs. These programs shall be coordinated and consistent with DOE certification requirements.

Annually, DOE and Hawaii institutions preparing special education personnel shall meet to review the various special education training programs, desired or projected curriculum changes, and special education certification requirements. The meeting shall be called by the Assistant Superintendent of OIS and shall include participants from SEB, OOPS, Department of Personnel Services, UH, Community Colleges, other colleges and universities preparing special education personnel, professional organizations and other agencies concerned with special education. For types of special education personnel that have a small projected requirement, it may be infeasible to establish a complete training program. In these cases, DOE in conjunction with UH, shall identify possible sources of needed personnel in appropriate mainland instituions.

Regular personnel

Pre-service training programs for all regular education teachers shall include a special education course designed to assist them in identifying special education students and working with them in the classroom with support from special education personnel.

Certification

Certificated positions

OOPS shall establish and maintain certificated professional staff qualifications for special education personnel. These include such positions as educational officers, special education teachers, support personnel.

Classified positions

SEB shall establish qualifications for positions in special education. These positions include school psychologists, school social workers, speech and language specialists, diagnostic-prescriptive specialists, psychological examiners, and paraprofessionals in the DOE. OOPS shall consult regularly with OIS and provide recommendations on qualifications of classified special education personnel.

Competency-based certification

It is recommended that a task force to investigate competency-based certification for special education personnel be established by DOE. The members should include representatives from SEB (lead role) ,OOPS, UH and other colleges and universities. The task

force would review the feasibility and desirability of a competency-based approach to certification.

Reciprocity with other states

Reciprocal certification arrangements with other states exist as a formal agreement with Hawaii's participation as a party to the Interstate Agreement on Qualification of Educational Personnel. Operations under this Interstate Agreement are dependent on the execution of contracts with other states; contracts have been signed with a number of other states and, since the contract remains available for signature by additional states, the number is subject to increase. In addition, Hawaii accepts and certifies teachers from any accredited teacher training institution. In turn, OOPS, when requested to do so by other jurisdictions, shall vouch for the certificability of qualified teachers or prospective teachers who are graduated from Hawaii teacher training institutions.

In-Service Training

In-service training

DOE shall maintain an ongoing educational development program for special education personnel. The purposes of such in-service training shall be to assist special education personnel who have not completed all special education certification requirements necessary to meet DOE certification criteria, and to improve and upgrade the knowledge and skills of all educational personnel who serve special education students.

Two methods of in-service training shall be provided: regularly scheduled coursework; and unscheduled training programs in response to specific requests.

Reguarly scheduled coursework

The process of determining and providing regularly scheduled special education in-service courses shall be based on existing OOPS procedures. An annual survey of the in-service training needs of educational personnel shall be conducted by OOPS through the district offices. Input shall be solicited from all teachers serving special education students, diagnostic personnel and administrators. Private agencies providing contractual special education services shall be included in the district survey. Each district shall summarize its results and transmit the information to OOPS, where it shall be combined into a statewide summary. OOPS shall transmit copies of the statewide summary to SEB and the Teacher Education Committee on Special Education of the University Council on Teacher Education for review, comments and suggestions. OOPS shall call a meeting to plan and schedule special education in-service training for the upcoming year. Participants from the following agencies shall be

included: SEB; school districts; UH; Community Colleges, other colleges and universities having special education programs.

In-service training activities may include credit courses applicable toward degree programs, credit courses not applicable toward degree programs, DOE "B" credit courses, workshops, and institutes. Such activities may be offered both on and off a university campus, in regular or summer university sessions, evening courses. Where appropriate, OOPS shall arrange for these activities to be provided by the College of Education, College of Continuing Education or Community Colleges of the UH and by other colleges and universities in Hawaii and by colleges, universities, regional and national agencies from the mainland.

OOPS shall include the schedule and description of special education in-service training courses in its general in-service training announcements and schedule of courses to be offered. The participating colleges and universities shall also include course information in their catalogs.

Unscheduled training programs

To accommodate in-service training needs which may arise during the school year and are not covered by regularly scheduled courses, DOE may arrange for in-service training activities offering specific skill development. These activities shall be based upon specific field requests which may be made during a school year. They shall be developed and offered on a short-term basis.

Special education and other educational personnel needing specific skill training pertaining to special education shall request such assistance through their school principal or supervisor to the District Administrator of Special Education. The Administrator shall evaluate the request to determine the feasibility of providing the services using qualified district personnel. If appropriate personnel are available, the district shall inform OOPS of the requested training and plans for delivery of service. Training shall then be provided by the district.

If the training cannot be provided using district personnel, the request shall be forwarded to SEB for assistance. SEB shall review resources available through other districts or from state, regional or national special education agencies to determine the most efficient and economical means for delivering the service. SEB shall coordinate the selection of services and arrangements for provisions of the

training with OOPS. SEB or OOPS shall then make appropriate contacts, authorize and, if necessary, coordinate the timing, content and delivery of the training to the requesting district. Information concerning the availability of these training opportunities shall be disseminated by SEB to all appropriate special education and other educational personnel.

SEB initiated training

There are some cases in which it is more efficient for SEB to plan and administer an in-service training session on a statewide basis. Examples of appropriate topics are: new programs, curriculum guides, program standards, implementation of various aspects of the State Plan. In such cases, SEB shall review the need for such training with the districts and coordinate its activities with OOPS.

Non-DOE personnel included

Special education personnel from agencies providing contractual services to the DOE shall be eligible to participate in DOE in-service training programs. When capacity of the training sessions limits enrollment, the following priorities shall apply: 1) DOE personnel and personnel from agencies providing contractual special education services in lieu of DOE placement; 2) other public agencies providing special education services; 3) other private special education schools and agencies; 4) DOE personnel shall be eligible to participate in in-service training programs conducted by other public and private agencies.

Chapter VIII

RESEARCH IN SPECIAL EDUCATION AND SERVICES

DOE leadership

The Department of Education shall be responsible for providing leadership and coordination in utilizing a scientific approach to educational effectiveness through planning for studies and surveys, as research activities. This accountability for effectiveness of programs and services is required by HRS, Section 301-26:

> *"Studies, Surveys, Rules. The Department of Education shall establish and make such studies, surveys, evaluation and rules and regulations as are necessary to carry out the purposes of this part."*

Research approaches

In conducting educational research, DOE shall use one of five basic approaches.

Institutional or organizational

Institutional or organizational types of research may be historical studies, planned rational searches to affect organizational or institutional changes, or studies to develop data which may influence or impinge upon administrative or legislative bodies in their decision making roles.

Evaluation

Evaluation research may be large or small scale surveys or more highly structured studies to provide information as to the effectiveness of broadbased interventions affecting student activities.

Input-output

The input-output approach focuses on the study of educational outcomes in relationship to the resources utilized by the students and teachers.

Process

The process approach is an attempt to examine the effectiveness of processes and methods used in the classroom in developing students.

Experimental

Experimental approaches and methods are utilized in testing out a single or multi-faceted method, equipment, materials or skills, making comparative studies, or attempting to develop innovative approaches or models to improve education.

Agencies to conduct research

The State of Hawaii has established numerous offices and departments which may assist DOE in developing accountability and evaluating effectiveness of programs. Additional sources are private foundations and other state and national institutions. The following are

some of the resources which should be considered to conduct educational research in Hawaii: Office of Planning and Budget; Department of Budget and Finance; University of Hawaii; Legislative Reference Bureau; Health and Community Services Council via private foundation funds for research projects; regional educational agencies; mainland colleges and universities where local graduates are working on doctoral dissertations or other research; and U.S. Department of Labor.

Research studies to be conducted

DOE should conduct or cause to be conducted the following research studies. SEB should participate in and coordinate the research activities.

Follow-up studies of graduates of state-operated schools for the handicapped

Third party evaluations of all programs in special education to establish cost effectiveness and accountability for such programs

Studies on the successes or failures of the integration of mildly handicapped students into regular programs

Studies of program delivery services and resources, optimal class sizes, utilization of paraprofessionals in special educaton, needs assessments, and the effectivenss of the concept of contracted services to private agencies

Experimental research on types of diagnostic tools appropriate to Hawaii for screening, assessment, and evaluation of students for placement in special education programs

Applied process research in learning methods, teaching materials, and techniques in education

Studies on effectiveness and evaluation regarding the use of federal funds in improving special education in compliance with federal regulations

Follow-up studies on the impact of pre-service and in-service training and their impact upon successes or failures in teaching handicapped students

Studies on teacher competence and the evaluation of teacher performance

Study and review of the State Plan for Special Education and Services for necessary updating or revision to meet the changing needs of education in Hawaii

Authorization of research	All studies, surveys or research activities in special education shall be cleared through OIS and shall be approved by the Superintendent and the Board of Education before conducting such activities in DOE. SEB shall be involved in the planning and development of all research activities which affect programs for exceptional students and their parents. SEB may cooperate with private agencies, other State offices or departments, and/or colleges and universities in order to design, plan and conduct research studies after they have been officially approved by the Board of Education.
Funding for research studies	The funds for research studies are expected to be provided primarily by the U.S. Office of Education. The funds are to be channeled through the state administration. Additional research funds may be provided by the State Legislature and other public and private organizations.

Chapter IX

MANAGEMENT SYSTEMS

In order to implement and operate Hawaii's special education programs, certain management systems to plan, administer, and improve the programs are required. For most applications, existing systems employed by DOE or by the State are used or adapted for use. The management systems for special education specified are based on adherence to *Hawaii State Program Planning Budgeting System (PPBS), Act 185;* the current PPBS reporting schedule is followed and forms are employed, as much as possible. The description provided of each system specifies the management requirements and processes necessary to fulfill each function.

Management systems

System requirements are defined for each of management's primary functions:

Planning

Planning: systems for establishing future goals and objectives for special education in Hawaii and the resources committed to achieving these goals and objectives.

Budgeting

Budgeting: systems for estimating the detailed financial resources required to implement and to operate special education programs.

Monitoring

Monitoring: systems for determining conformance of programs to planned objectives, guidelines, standards, and implementation schedules.

Evaluation

Evaluation: systems for assessing the effectiveness of special education programs.

Information

Information: systems used to generate the data required to support the planning, budgeting, monitoring and evaluation systems and other responsibilities of the various organizations involved with special education.

Planning and Budgeting Systems

Planning and budgeting

Planning and budgeting for special education in Hawaii shall encompass several aspects: the *State Plan for Special Education and Services*, which defines the long-term goals, objectives, program standards, policies and procedures for special education programs; the annual multi-year program planning for special

education programs; and the biennial budgeting for implementation of special education programs.

State Plan for Special Education and Services

The *State Plan for Special Education and Services* shall define the policies, standards and procedures to be utilized in the implementation and operation of special education programs at all levels within DOE for the next six years. It shall define the target populations, the roles and responsibilities of the various organizations involved in special education, the goals and accomplishments to be achieved. It also shall specify procedures and resource requirements for the implementation of special education programs. The plan shall provide a guide for future budgeting, program evaluation and monitoring activities. The *State Plan for Special Education and Services* shall be prepared and coordinated by the SEB in consultation with state and district DOE offices, principals, teacher s, the Department of Health, the Department of Social services and Housing, the University of Hawaii, other state agencies, and community and parent groups. The plan shall cover all aspects of special education and its development involves all groups concerned with and interested in special education in Hawaii. The plan shall cover a six-year period to correspond to the State of Hawaii's six-year program and financial planning period.

Updating the State Plan

The *State Plan for Special Education and Services* shall be updated annually as part of an ongoing planning effort. Portions of the total plan which have been designated as having high priority shall be singled out each year for an intensive review. Since the plan deals with overall state goals, population trends, and resource allocations, the prime responsibility for the annual updating effort shall belong to SEB with technical assistance to be provided from the Office of Planning and Budget (OPB), and with inputs from schools, districts and other state offices such as DOH, DSSH, and the University of Hawaii. The involvement required of additional organizations and persons shall depend on the particular portion of the plan and problems to be solved.

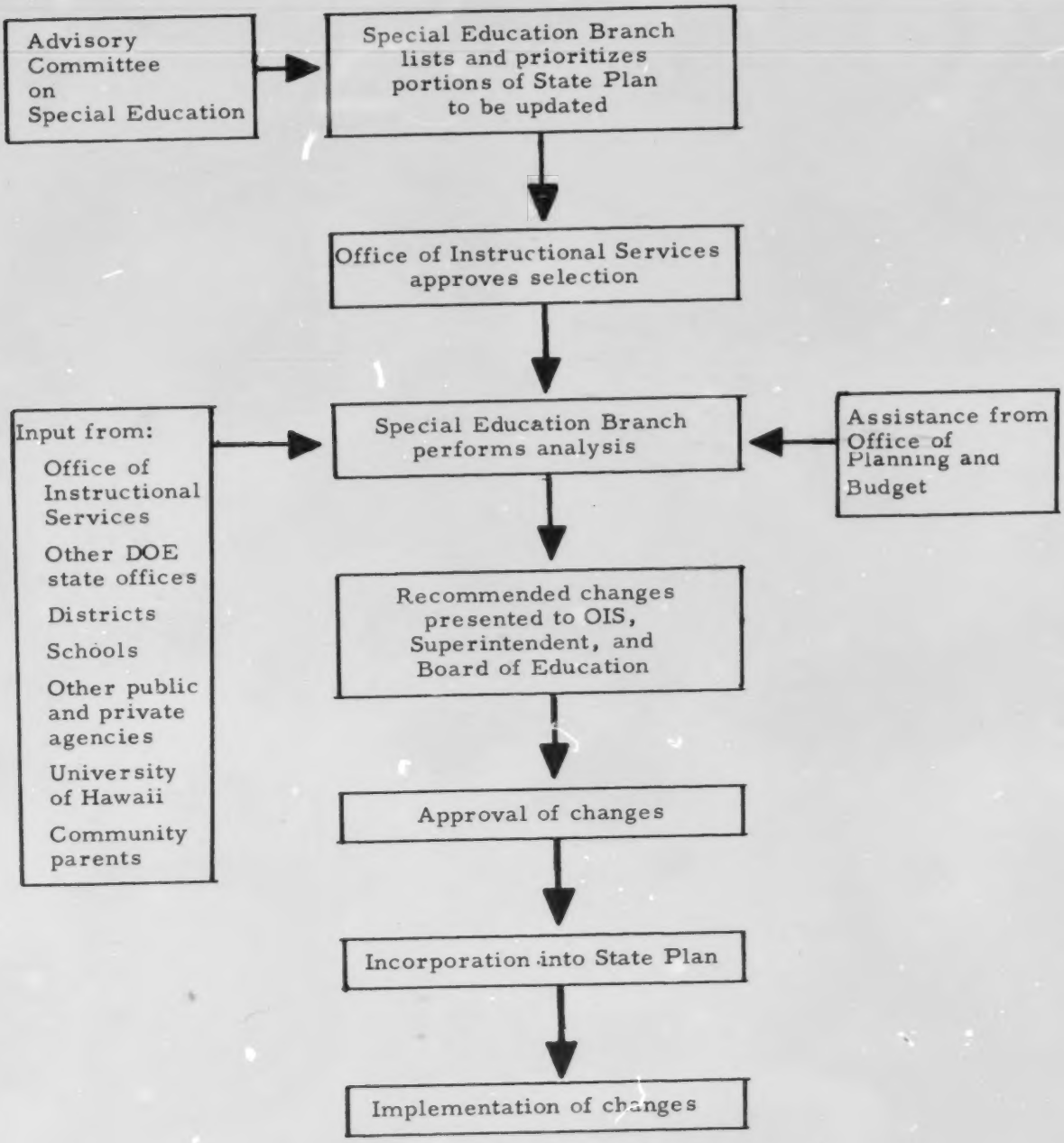
SEB shall recommend those sections of the plan to be updated each year. The recommendations shall be prioritized by SEB according to the following criteria:

reviews mandated by the Legislature, the Governor, the Board of Education, or the Superintendent;

recent state and/or federal legislation involving special education;

Figure 3

ANNUAL UPDATING PROCESS
STATE PLAN FOR SPECIAL EDUCATION AND SERVICES


Advisory Committee on Special Education
Special Education Branch lists and prioritizes portions of State Plan to be updated
Office of Instructional Services approves selection
Input from:
Office of Instructional Services
Other DOE state offices
Districts
Schools
Other public and private agencies
University of Hawaii
Community parents
Special Education Branch performs analysis
Assistance from Office of Planning and Budget
Recommended changes presented to OIS, Superintendent, and Board of Education
Approval of changes
Incorporation into State Plan
Implementation of changes

advances in the field of special education which indicate more effective approaches to supplying special education services;

sections of the plan which have experienced difficulty in implementation.

The updating process shall include input and participation from numerous organizations with OPB providing technical assistance in the analysis. *Figure 3* provides an illustration of the updating process.

Annual program planning

The second type of planning for special education shall be the preparation of the annual six-year Program and Financial Plans required by *ACT 185*. These plans shall project the program objectives, results expected, and the financial resources required each year for a projected six-year period and require updating each year. Since the *State Plan for Special Education and Services* shall specify the implementation objectives for special education for the next six years, the objectives and projections of the multi-year Program Plan for 1975-81 for special education shall be consistent with those of the *State Plan*.

Planning by program delivery services and by handicapping condition

Annual planning shall be developed along program delivery categories. The following program delivery categories shall be utilized for special education:

Identification, Diagnosis, and Prescription
Full-Time Self-Contained Class
Integrated Self-Contained Class
Resource Services
Itinerant Services
Designated Services
State Special Education Schools
Non-public School Services
Management and Support Services

The services included in each category are described more fully in the Program Delivery Services Chapter of the *State Plan for Special Education and Services*.

In each program delivery category, the resource requirements and the level of funding shall be established by identifying and determining the cost of the resources (personnel, supplies, equipment, facilities) which are required to produce the necessary special education program or service. This approach shall be used for determining both the appropriate cost of an individual program delivery service (e.g., cost

per special class) and the total cost of special education for a district of the State (e.g., district budget request for special education). The planning and budgeting process shall utilize the current costs of each program delivery category by handicapping conditions to arrive at the total special education costs.

Planning process

The process of planning the resource requirements and the level of funding shall consist of three steps:

Needs Assessment

services and functions required in each program delivery category

number of students who require special education services and their characteristics (learning problems, severity, age, location)

Resources Required

resources necessary in each program delivery service to provide the appropriate services and functions specified in the needs assessment

resources and mix of program delivery services required to serve the special education student population with the characteristics identified in the needs assessment

The determination of resources shall be based on guidelines and program standards for each program delivery service category established by DOE; the specific resources shall vary by program delivery service categories. *Figure 4* indicates the resources appropriate for funding in each program delivery service category.

Cost Determination

using current costs of specified resources, determine the cost of providing each program delivery service

using the cost per program delivery service and the amount of resources required to serve the identified special education student population, calculate the costs of special education

This process is very close to the existing procedures in Hawaii in which instructional personnel and expenses are requested to serve identified special education

Figure 4

RESOURCES TO BE FUNDED IN EACH PROGRAM DELIVERY SERVICE

Program Delivery Services	Resources to be Funded
Identification, Diagnosis, Prescription	Diagnostic personnel Supplies and equipment Transportation Purchase of outside services
Full-Time Self-Contained Class	Teacher Aide Supplies and materials Special equipment and facilities Classroom operating and maintenance
Integrated Self-Contained Class	Teacher Aide Supplies and materials Special equipment and facilities Classroom operating and maintenance
Resource Services	Teacher Aide Special supplies and materials Special equipment and facilities Classroom operating and maintenance
Itinerant Services	Teacher Special supplies and materials Special equipment and facilities Teacher transportation
Designated Services	Teacher, specialist, or therapist Special supplies and materials Special equipment and facilities Teacher transportation Purchase of outside services

Figure 4 continued

Program Delivery Services	Resources to be Funded
State Special Education Schools	Teachers Aides Support personnel administrative counselor librarian Supplies and materials Special equipment and facilities Residential living
Non-Public School Services	Teachers and instructors Aides Supplies and materials Special equipment and facilities Classroom operating and maintenance
Management and Support Services	Administration Clerical Program planning Supervision Program evaluation In-service training Specialized equipment Physical facilities Transportation

students. The major change is that the special education programs and services that are to be funded are formalized and broadened.

The overall policy guiding the responsibility for formulation of the annual program plan shall be that those organizational units having responsiblity and accountability for portions of special education programs shall have planning responsibility for those portions. The general planning process is shown in *Figure 5*.

School planning

The school principals shall provide planning input on special education personnel requirements to the district office and shall be responsible for planning "other current expenses" and "equipment" expense requirements.

District planning

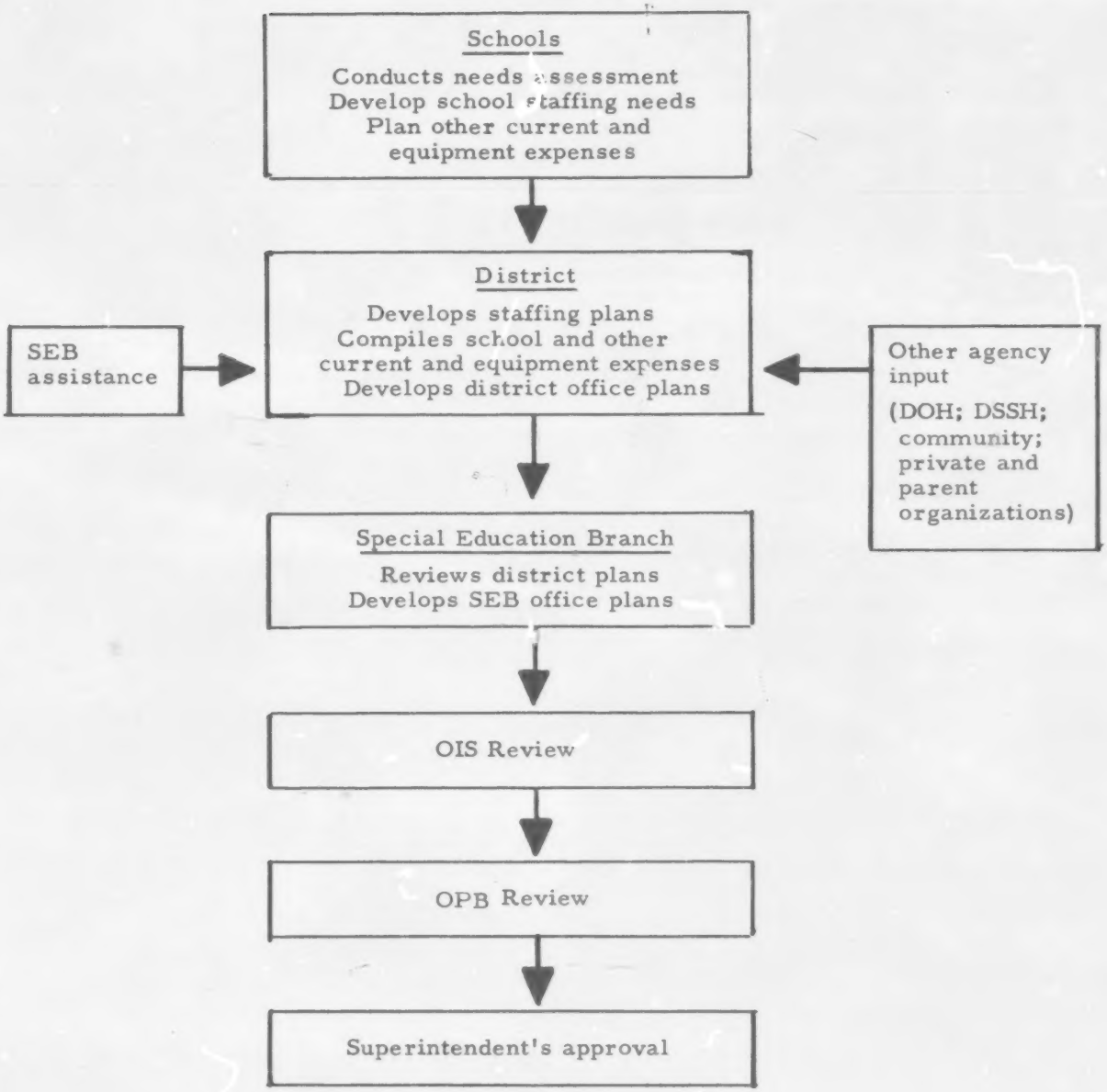
The districts shall be responsible for planning special education programs at the district and inter-school level. The districts shall have maximum flexibility in designing and planning special education programs within the established state policies and guidelines. District planning shall conform, however, to policies, regulations, procedures, and program standards. This planning responsibility shall include planning for expansion and workload, as well as current service items. The districts shall prepare plans for district personnel requirements and compile all the school level plans for equipment and other current expenses for the district.

Input from other agencies

As an input into planning for special education programs and services to be provided by DOE, all available data from other agencies shall be utilized. SEB shall coordinate the development of working agreements with other state agencies to provide DOE with information on handicapped students participating in other agency programs. Coordination, cooperation, and information exchange between DOE and DOH, DSSH, other public agencies, community agencies, private agencies, parent organizations, physicians, and other individuals shall be implemented on a systematic basis. Centralized information from other agencies shall be collected by SEB and distributed to the districts in whose area the potential special education students reside. When appropriate, the schools and districts shall work directly with local units of other agencies and with private agencies and individuals to obtain and exchange information directly. Adequate safeguards to protect the confidentiality of individual information shall be employed.

Figure 5

SPECIAL EDUCATION PLANNING PROCESS



State office planning

SEB shall be responsible for reviewing district special education plans, for planning statewide special education programs, and the branch operations. In addition, technical assistance shall be provided by SEB to districts and schools in their planning efforts whenever necessary.

The Assistant Superintendent of OIS shall review district and SEB plans before sending them to OPB. OPB shall review the plans for conformance to OPB instructions. The plans shall then be consolidated and sent to the Superintendent.

Budgeting

The third type of planning for special education is the short range, biennial budget. The budget shall assign a dollar amount for each expense item to the resource requirements for special education programs and provide the short term plans for implementation of the special education programs specified in the *State Plan for Special Education and Services* and the multi-year program and financial plans.

The budget submissions shall be identical to the first two years of the multi-year program plan described previously, except that the budgets shall provide more detailed cost information.

Since budget requests shall be expansions of the program plans, most of the data required for the budget submissions shall be developed in the process of preparing the program plans. Budget requests shall be submitted only after the program plans have been approved.

Responsibilities and procedures for preparing, reviewing, and approving the biennial budget shall be identical to those for the multi-year program plans; however, budgets shall be required only every other year for the State's biennial budget cycle. As with the annual plans, SEB shall review and comment on all district special education budgets. After SEB review, the budgets shall be reviewed by the Assistant Superintendent of OIS. They then shall be consolidated by OPB and submitted to the Superintendent.

Other planning systems: research projects

The *Project Management System (PMS)*, developed by the Management Services Branch of the Office of Planning and Budget, (TAC 73-6262), Project Management System Manual, June 1973, shall be utilized in the implementation of special education research and development programs. *PMS* provides a management system for the planning, ongoing monitoring and evaluation of research

and development projects within DOE. Exempted from *PMS* guidelines shall be federally-funded school and district level projects that are not research, planning. development, evaluation, comprehensive or installation projects.

Facilities planning

Facilities planning and the planning and budgeting for capital projects shall be coordinated and performed by the Facilities and Auxiliary Services Branch of the Office of Business Services in DOE. Both SEB and the districts shall have information on and input into plans for facilities intended for special education. A task force shall be formed comprised of representatives from SEB and the Facilities Branch to review and revise, if necessary, all facilities standards for special education to ensure that the specifications provide for facilities appropriate to the needs of special education students. In addition, the multi-year program plan for 1975-81 for special education shall be reviewed by the task force for its impact on the future requirements for special education facilities.

Operational expenditure and program plans

After the Appropriation Bill is signed, the Department of Budget and Finance shall disseminate budget execution policies and instructions to the departments. These instructions shall govern the submission of operational expenditure and program plans and allotment requests by DOE. Operational expenditure and program plans shall be required for each program for which funds have been appropriated. The plans shall be reviewed by the Department of Budget and Finance and funds shall be allotted based on the approved plans. Expenditure plans shall be comprised of two portions:

a plan showing the quarterly outlays of funds by characters of expenditures for a program;

a plan describing in narrative form program objectives and activities for each quarter.

Allotments

Allotment requests, along with expenditure plans, shall be requested from each department. The requests shall be made for funds by programs, by quarters, and by character of expenditures.

Within DOE, OPB shall prepare the allocation and budget execution instructions. These instructions shall indicate the funds and positions allocated to the various offices and districts and the guidelines for submission of the operational expenditure and program plans by the offices and districts.

Responsibilities for preparation

Responsibility for allocations and for preparation of operational expenditure and program plans and allotment requests shall be undertaken by those organizational units responsible for the planning and budgeting for special education programs.

District offices shall be responsible for the allocation of resources to district-wide special education programs and to the schools for their special education requirements.

District offices shall have overall responsibility for the preparation of operational expenditure and program plans for district and school special education programs.

Schools shall prepare operational expenditure and program plans for equipment and supplies for input into the district plan.

SEB shall prepare operational expenditure and program plans for branch operations and statewide special education in-service, research, and experimental programs.

Staffing requests

Annual staffing requests for special education positions shall be submitted by the districts to SEB by December of the year before the upcoming school year. SEB shall review the requests, issue allocation numbers, summarize them on a statewide basis, and make recommendations for special education staffing allocations to the Assistant Superintendent of OIS. The Assistant Superintendent shall review the allocations and submit recommendations to the Superintendent. Specific operating procedures are detailed in the document, *Staffing Standards and Allocation Procedures for Special Education.*

Monitoring Systems

Monitoring Systems

Special education programs shall be monitored to determine if programs are being implemented and operated according to planned objectives and schedules and in conformance with program standards, established instructional policies, and legal and administrative directives. Information on the status of programs from monitoring activities shall provide the basis for the evaluation, planning and budgeting of special education programs. As there are several organizational units responsible for special education programs in Hawaii, several levels of monitoring shall be required.

State-level monitoring

SEB shall monitor the activities of districts and schools to ensure conformance to program standards, policies, directives and to determine the progress of implementation of special education programs.

OPB shall coordinate with SEB in the collection of regular monitoring reports from districts.

District-level monitoring

Districts shall monitor the schools' operation of special education programs to ensure that implementation is in accord with approved policies, procedures and program standards.

Both schools and districts shall monitor the progress of individual students. Schools shall monitor student progress while the students are receiving instruction or other services from them. Districts shall monitor students from the time they are identified as handicapped until they reach age twenty or are no longer eligible for special education.

School-level monitoring

School principals shall monitor the day-to-day operations of special education classes and programs. The information needed for this monitoring function shall be left to their discretion. However, they shall collect, at minimum, information required to report student progress to the districts.

Both quarterly and annual progress reports shall be employed by the schools, districts, and SEB to monitor special education programs. These reports shall be reviewed to determine if programs are progressing as planned. Based on this assessment, the need for evaluation or corrective actions shall be recommended.

Variance reports

Existing procedures shall be adapted for monitoring special education programs. The *Variance Report* required by *Act 185* shall be employed as the basic instrument for the annual report for special education programs. DOE's Quarterly Report on Program Operations shall be employed for the quarterly monitoring of special education programs.

The *Variance Report* on Special Education Allocation shall also be submitted by the districts to SEB about two weeks after the actual enrollment count at the beginning of the school year. This report will provide information for determining if staff adjustments are required in order to conform with state staffing standards. SEB shall make recommendations on staffing adjustments for the Assistant Superintendent of OIS who will submit recommendations to the Superintendent.

Program visit procedures

On a periodic basis, consultants from SEB shall visit programs in the districts as part of the ongoing monitoring activities. At least each program delivery option (except Management and Support Services) in each district shall be visited once each year. A representative sample of classes in each program, determined by the consultant, shall be observed. During these visits, information on the annual and quarterly reports shall be reviewed. Program visit reports shall be prepared for each program visited *(Figure 6)*.

The following procedures shall be utilized when conducting program visits:

Prior to any visits to schools or operating programs, SEB personnel shall contact the appropriate District Superintendent to arrange for a visit, preferably a joint visit with the District Administrator of Special Education. It may not always be practical or necessary to make joint visits, but SEB personnel shall keep the District Administrators of Special Education informed of their activities in their district.

Following each visit, SEB shall provide a copy of the site visit report to the District Superintendent. This communication shall be direct between the Director of SEB and the District Superintendent. A copy of this report shall go to the Assistant Superintendent of OIS and to appropriate district personnel, as indicated by the District Superintendent.

Any implementation problem that arises shall be treated initially at the district level. The SEB consultant shall work with the District Administrator of Special Education and other district personnel to resolve the problem. It may be appropriate to request additional persons from the state office to provide additional input or assistance.

If a solution is not forthcoming or the problem persists, the District Superintendent shall then be brought into the process to enforce the approved policies or to determine the need for district deviation from state policies.

If a solution is not reached at this level, the Assistant Superintendent of the OIS and the District Superintendent shall meet to resolve the problem. It is anticipated that very few problems will reach this level.

Figure 6

PROGRAM VISIT REPORT

Program: _____

District: _____ Dates visited: _____

Administrator of Special Education and Services: _____ SEB Consultant: _____

Attach lists of persons interviewed and their titles and schools visited.

1. Brief description of program

2. (Review the most recent quarterly and annual progress reports with the district administrator. Indicate any necessary revisions.

3. What variances were indicated in the last progress report? What were the reasons for the variances? Do they still exist?

4. Describe the facilities, equipment, and materials employed. Are program standards being followed?

5. Verify the types of students attending the program. What are their handicapping conditions? Identify the number of students by handicapping condition. Are program standards being followed?

6. Do pupil/teacher ratios meet state standards? (Attach a list of classes by school, by enrollment, including the number of teachers and aides in each.)

Figure 6

PROGRAM VISIT REPORT

7. Do teacher qualifications meet state standards? (Attach a list of teachers with their credentials and qualifications.)

8. Briefly describe the instructional approach and curriculum. Are state guidelines being met?

9. Does the program evaluate pupil progress? Describe the procedures and results.

10. What problems have hindered implementation of the program in the past? What problems are anticipated in the future?

11. What improvements are necessary in the program?

12. What outstanding features of the program might be replicated elsewhere?

13. Other comments

If it is not possible to achieve resolution at this level, the problem shall then be brought to the Superintendent (or to the Superintendent's Group first if the problem is general enough) for a decision.

Evaluation Systems

Evaluation systems

Evaluation is the comparison of predetermined objectives and standards with actual results. The program plans shall describe the financial objectives; and evaluation reports shall provide information on the actual results achieved, the implementation progress, and program construction.

Periodic evaluation

Evaluations shall involve intensive examination of programs on a periodic basis. Evaluations shall normally be performed to determine whether programs are effective, have appropriate program designs, and are reaching the intended beneficiaries. Because of the intensity of these evaluations, they cannot be performed routinely for every program.

Evaluations shall be performed on a periodic basis for selected programs only. Initiating an evaluation of a program or components of the program may result from a review associated with monitoring activities. For example, continuing nonattainment of planned effectiveness measures would be cause for an in-depth evaluation. The requirement for an evaluation may also result from requests from the Board of Education, the Superintendent, the Legislature, or the Governor.

A minimum of one evaluation shall be performed each year. The evaluations shall be performed on one of the special education programs in the State or a significant part of that program each year on a rotating basis.

These evaluations shall be performed by the Evaluation Unit in DOE or by an outside third party.

Information Systems

Information systems

In performing its overall functions for special education, SEB shall maintain aggregate information on the State's special education students and the services provided and resources required. Information on special education students and personnel shall be collected as part of the annual school and district survey conducted by OPB. The districts shall collect the data, complete the appropriate forms and transmit them to OPB. The data shall be summarized and maintained in an aggregate form by OPB and submitted to

SEB. The special education student and personnel data which shall be required from the annual survey are special education programs, student waiting list, special services personnel, special education support personnel, and special service support personnel.

Student information

Since the schools and districts shall be responsible for the identification, diagnosis, prescription, and placement of special education students as well as service to such students, information files on individual students and student progress shall be maintained at the school and district level. The recommended types of information to be collected by the school and provided to the district offices on student progress are shown in *Figure 7*. Information shall be collected when a student is referred, is evaluated, has program recommendations developed, moves into and out of school programs, is provided supportive services by school or district level personnel, and leave the school system, and up to age twenty. Appropriate safeguards to maintain the confidentiality of individual student records shall be observed.

Both schools and districts shall maintain detailed information on students, teachers, classes, resource rooms, equipment, facilities, and budgets in regular and special schools sufficient to prepare the required planning, budgeting, and monitoring documents.

Whenever necessary, support in the design of information systems, data collection instruments and procedures shall be provided to SEB, districts, and schools by Information Systems.

DOE's accounting codes shall incorporate the new special education program structure and additional services. Special Program Function Codes shall include special education program delivery service categories. Vocational Curricula Project Codes shall include the services specified in the Career and Vocational Education Chapter of the *State Plan*.

Figure 7

STUDENT PROGRESS INFORMATION

Activity	Information to be collected
Referral	Referral source, date of referral Student information
Testing	Tests administered, dates Test results Vocational evaluation results
Diagnosis	Date of diagnosis Diagnosticians' reports Handicapping condition diagnosed
Educational recommendations	Placement Curriculum, media, and materials Short-term plan Long-term objectives Annual teacher review
School registration	School, date, classification Grade at entry, school type (regular, special, private) Courses or programs entered Record of performance Teacher names
Dropout	Reason, date
Special/supportive services	Service provided, dates
Transfer	School transferred to, date Reason for transfer
Graduation/completion (elementary, secondary, special programs)	Date of graduation Recommendation for additional training Employment
Completion or dropout follow-up	Dates of follow-up Status: Employment (company, address, job) Advanced training Education (school, location, program) Sheltered workshop Armed services Other

Chapter X

IMPLEMENTATION

New or changed activities

The implementation of the *State Plan for Special Education and Services* specifies the activities required to improve and expand special education in Hawaii. The implementation concentrates on those activities which are new or changed; those existing activities which are to be maintained or continued are not specified.

Six year phase-in

The time frame for the implementation is six years, 1974-75 through 1980-81 to coincide with the statewide planning period. A phase-in approach is used in planning for implementation. The phase-in approach compares the current situation with the final goals specified in the *State Plan for Special Education and Services* for 1980-81; then regular annual increments of increased levels of service are recommended to close any gaps between the current and desired situation. This approach recognizes the difficulties in new program startup, availability of specially trained personnel, and increased costs. By spreading the implementation somewhat evenly over six years, the transition difficulties are minimized and given time to be resolved.

Priority areas

The priorities stressed in the implementation are those expressed in the philosophy of the *State Plan for Special Education and Services.*

- *Identification and diagnosis of handicapped children in need of special education*
- *Provision of appropriate special education programs and services for unserved handicapped children*
- *Improvement of existing special education programs and services*
- *Provision of sufficient numbers of trained special education personnel*
- *Utilization of all available resources to serve special education students.*

Content of Implementation Plan

The specific activities which need to be undertaken in order to implement the *State Plan for Special Education and Services* are grouped according to

major areas in the plan. Additionally, the organization responsible for accomplishing the activity, those organizations which are to provide input or assistance, and the target completion date for each activity are specified. Projections on an annual basis are made for students to be served, type of special education service required, personnel, and costs.

Overall Special Education Student Projections

Serve all special education students by 1980-81

The most important objective of special education in Hawaii is to provide appropriate educational programs and services to every handicapped child in the state under age twenty. Under the *State Plan for Special Education and Services*, Hawaii is committed to reaching this objective by 1980-81. *Figure 8* provides the estimated special education population projections; approximately two-thirds of the total estimated special education target population are being served currently. To reach the full-service objective, approximately 5,900 additional handicapped children will have to be identified, evaluated, and provided service in the next six years.

Summary Statistics

Summary statistics

Annual summaries of the implementation requirements and costs are provided in *Figures 9 and 10*. To reach the full service objective will require:

		Increase over 1974-75	
16,435	special education students to be served.....	6,150	students
784	special education teachers...	270	teachers
410	paraprofessionals.....	376	
160	diagnostic personnel.....	52	diagnosticians
19	administrative personnel.....	5	administrators

The total annual cost in 1980-81 is projected to be approximately $22,000,000; this is an increase of $13,000,000 over the estimated annual costs in 1974-75. Of the increased costs, approximately 75% is due to an increased number of students receiving special education services; the remainder is caused by projected increases in salary and other costs. An additional

Figure 8

SPECIAL EDUCATION STUDENT PROJECTIONS

(Grades K-12)

(Total Public and Private School Enrollment of 213,000)

Type of handicap	Incidence rate %	Total school-age estimated population	Number served 1973-1974	Current % served	Es nu ur 19
Blind	.01%	20	15	75%	
Partially sighted	.02%	40	20	50%	
Deaf	.10%	210	173	82%	
Hard of hearing	.10%	210	125	60%	
Deaf/Blind	.01%	20	4	20%	
Mildly mentally retarded	1.50%	3,200	1,786	56%	
Moderately mentally retarded	.30%	640	353* + 123** = 476	74%	
Severely mentally retarded	.10%	210	89	42%	
Profoundly mentally retarded	.05%	100	--	--	
Seriously emotionally handicapped	.10%	210	98 + 11 = 109	52%	
Crippled	.10%	210	129 + 7 = 136	65%	
Specific learning disabilities	2.00%	4,260	2,261 + 122 = 2,383	56%	
SUB TOTAL	4.39%	9,330	5,316	57%	
Speech	3.00%	6,390	4,526	71%	
TOTAL	7.39%	15,720	9,842	63%	

* served in public agency programs

** served in private agency programs

Figure 8

SPECIAL EDUCATION STUDENT PROJECTIONS

(Grades K-12)

(Total Public and Private School Enrollment of 213,000)

Incidence rate %	Total school-age estimated population	Number served 1973-1974	Current % served	Estimated number unserved 1973-1974	Current unserved
.01%	20	15	75%	5	25%
.02%	40	20	50%	20	50%
.10%	210	173	82%	37	18%
.10%	210	125	60%	85	40%
.01%	20	4	20%	16	80%
1.50%	3,200	1,786	56%	1,414	44%
.30%	640	353* + 123** = 476	74%	164	26%
.10%	210	89	42%	121	58%
.05%	100	--	--	100	100%
.10%	210	98 + 11 = 109	52%	101	48%
.10%	210	129 + 7 = 136	65%	74	35%
2.00%	4,260	2,261 + 122 = 2,383	56%	1,877	44%
4.39%	9,330	5,316	57%	4,014	43%
3.00%	6,390	4,526	71%	1,864	29%
7.39%	15,720	9,842	63%	5,878	37%

ncy programs

ency programs

Figure 9

SUMMARY OF SPECIAL EDUCATION IMPLEMENTATION REQUIR

	1974-75	1975-76	1976-77	1977-78	1978-79
Students					
School age (5-17)	10,285	11,105	12,025	12,955	13,880
Pre-school (0-4)	--	100	190	280	370
Post-school (18-20)	--	35	60	95	135
TOTAL	10,285	11,240	12,275	13,330	14,385
Teachers					
School age	514	555	581	614	659
Pre-school	--	8	15	22	28
Post-school	--	3	6	9	12
TOTAL	514	566	602	645	699
Educational Assistants					
School age	34	104	176	249	297
Pre-school	--	1	3	7	10
Post-school	--	1	1	2	3
TOTAL	34	106	180	258	310
Diagnostic Personnel	108	117	127	135	145
Administrative Personnel					
District	7	8	9	10	10
State	7	8	9	9	9
TOTAL	14	16	18	19	19

Figure 9

SUMMARY OF SPECIAL EDUCATION IMPLEMENTATION REQUIREMENTS

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
	10,285	11,105	12,025	12,955	13,880	14,780	15,720
	--	100	190	280	370	460	550
	--	35	60	95	135	150	165
	10,285	11,240	12,275	13,330	14,385	15,390	16,435
	514	555	581	614	659	693	726
	--	8	15	22	28	36	43
	--	3	6	9	12	14	15
	514	566	602	645	699	743	784
s							
	34	104	176	249	297	342	385
	--	1	3	7	10	15	20
	--	1	1	2	3	4	5
	34	106	180	258	310	361	410
	108	117	127	135	145	152	160
nnel							
	7	8	9	10	10	10	10
	7	8	9	9	9	9	9
	14	16	18	19	19	19	19

Figure 10

SUMMARY OF SPECIAL EDUCATION IMPLEMENTATION C

	1974-75	1975-76	1976-77	1977-78	1978-7
Total Costs ($000)					
School age	$ 9,371	$ 11,347	$ 12,824	$ 14,700	$ 16,881
Pre-school	--	158	274	441	603
Post-school	--	57	117	185	260
SUB-TOTAL	$ 9,371	$ 11,562	$ 13,215	$ 15,326	$ 17,644
Additional Implementation Activities	91	106	111	91	91
TOTAL	$ 9,462	$11,668	$13,326	$15,417	$ 17,735
Average cost per student ($)					
School age	$ 910	$ 1,010	$ 1,040	$ 1,100	$ 1,170
Pre-school	--	$ 1,580	$ 1,440	$ 1,575	$ 1,630
Post-school	--	$ 1,630	$ 1,950	$ 1,950	$ 1,925

Figure 10

SUMMARY OF SPECIAL EDUCATION IMPLEMENTATION COSTS

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
	$ 9,371	$ 11,347	$ 12,824	$ 14,700	$ 16,881	$ 18,850	$ 20,957
	--	158	274	441	603	779	952
	--	57	117	185	260	316	358
	$ 9,371	$ 11,562	$ 13,215	$ 15,326	$ 17,644	$ 19,945	$ 22,267
tation	91	106	111	91	91	91	91
	$ 9,462	$11,668	$13,326	$15,417	$ 17,735	$20,036	$22,358
nt ($)							
	$ 910	$ 1,010	$ 1,040	$ 1,100	$ 1,170	$ 1,220	$ 1,275
	--	$ 1,580	$ 1,440	$ 1,575	$ 1,630	$ 1,690	$ 1,730
	--	$ 1,630	$ 1,950	$ 1,950	$ 1,925	$ 2,105	$ 2,170

$91,000 per year is estimated to be required to support other implementation activities such as in-service training, highly specialized special education materials, a special education materials specialist, and the Advisory Committee.

The average cost per school age student rises from $910 to $1,275; this is primarily due to cost increases. The average costs per pre-school student and post-school student are considerably higher because it is assumed that these children will have more serious handicaps and require more intensive education services.

More detailed projects for special education students, personnel, and implementation costs are given in *Figures 11 to 17.*

Figure 11

SPECIAL EDUCATION STUDENT PROJECTIONS

Type of Handicap	1973 - 1974	1974 - 1975	1975 - 1976	1976 - 1977	1977 - 1978	1978 - 1979
School-Age						
Blind	15	16	20	20	20	20
Partially Sighted	20	23	30	35	40	40
Deaf	173	181	185	190	200	210
Hard of Hearing	125	136	150	165	180	190
Deaf/Blind	4	8	10	15	15	20
Mildly Mentally Retarded	1,786	1,743	2,000	2,250	2,500	2,750
Moderately Mentally Retarded	476	487	500	530	580	590
Severely Mentally Retarded	89	89	110	130	150	170
Profoundly Mentally Retarded	--	--	10	20	40	60
Severely Emotionally Handicapped	109	120	130	150	170	190
Crippled	136	144	160	170	180	190
Specific Learning Disabilities	2,383	2,812	3,000	3,250	3,500	3,750
SUB TOTAL	5,316	5,759	6,350	6,925	7,555	8,180
Speech	4,526	4,526	4,800	5,100	5,400	5,700
TOTAL	9,842	10,285	11,105	12,025	12,955	13,880

Figure 11

SPECIAL EDUCATION STUDENT PROJECTIONS

	1973 - 1974	1974 - 1975	1975 - 1976	1976 - 1977	1977 - 1978	1978 - 1979	1979 - 1980	1980 - 1981
	15	16	20	20	20	20	20	20
	20	23	30	35	40	40	40	40
	173	181	185	190	200	210	210	210
	125	136	150	165	180	190	200	210
	4	8	10	15	15	20	20	20
ed	1,786	1,743	2,000	2,250	2,500	2,750	3,000	3,200
etarded	476	487	500	530	580	590	620	640
rded	89	89	110	130	150	170	190	210
etarded	--	--	10	20	40	60	80	100
landicapped	109	120	130	150	170	190	200	210
	136	144	160	170	180	190	200	210
bilities	2,382	2,812	3,000	3,250	3,500	3,750	4,000	4,260
	5,316	5,759	6,350	6,925	7,555	8,180	8,780	9,330
	4,526	4,526	4,800	5,100	5,400	5,700	6,000	6,390
	9,842	10,285	11,105	12,025	12,955	13,880	14,780	15,720

Figure 11 (continued)

SPECIAL EDUCATION STUDENT PROJECTIONS

Type of Handicap	1974 - 1975	1975 - 1976	1976 - 1977	1977 - 1978	1978 - 1979	1979
Pre-School						
Blind	--	5	5	5	5	5
Deaf	--	10	20	30	40	5
Hard of Hearing	--	10	20	30	40	5
Deaf/Blind	--	5	5	5	5	5
Moderately Mentally Retarded	--	30	60	90	120	15
Severely Mentally Retarded	--	10	20	30	40	5
Profoundly Mentally Retarded	--	5	10	15	20	2
Severely Emotionally Handicapped	--	5	10	15	20	2
Crippled	--	10	20	30	40	5
Specific Learning Disabilities	--	10	20	30	40	5
TOTAL	--	100	190	280	370	46
Post-School						
Blind	--	--	2	2	2	2
Deaf	--	5	5	10	10	1
Hard of Hearing	--	5	5	10	10	1
Deaf/Blind	--	--	3	3	3	3
Moderately Mentally Retarded	--	15	30	45	60	7
Severely Mentally Retarded	--	5	10	15	20	2
Crippled	--	5	5	10	10	1
TOTAL	--	35	60	95	135	15

Figure 11 (continued)

SPECIAL EDUCATION STUDENT PROJECTIONS

	1974 - 1975	1975 - 1976	1976 - 1977	1977 - 1978	1978 - 1979	1979 - 1980	1980 - 1981
	--	5	5	5	5	5	5
	--	10	20	30	40	50	60
	--	10	20	30	40	50	60
	--	5	5	5	5	5	5
Retarded	--	30	60	90	120	150	180
tarded	--	10	20	30	40	50	60
Retarded	--	5	10	15	20	25	30
Handicapped	--	5	10	15	20	25	30
	--	10	20	30	40	50	60
abilities	--	10	20	30	40	50	60
	--	100	190	280	370	460	550
	--	--	2	2	2	2	2
	--	5	5	10	10	15	15
	--	5	5	10	10	15	15
	--	--	3	3	3	3	3
Retarded	--	15	30	45	60	75	85
tarded	--	5	10	15	20	25	30
	--	5	5	10	10	15	15
L		35	60	95	135	150	165

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Figure 12

STUDENT PROJECTIONS BY PROGRAM DELIVERY SERVICES

Program Delivery Services	1974 - 1975	1975 - 1976	1976 - 1977	1977 - 1978	1978 -
School-Age Students					
Full-Time Self-Contained Class	1,212	1,245	1,384	1,414	1,54
Integrated Self-Contained Class	3,521	3,484	3,428	3,404	3,37
Resource Services	228	710	1,223	1,802	2,45
Itinerant Services	4,560	4,839	5,146	5,460	5,76
Designated Services	--	153	244	287	35
State Special Schools	412	455	470	501	55
Non-Public Schools	442	372	374	374	18
Transportation	488	516	552	589	62
Pre-School Students					
Part-Time Self-Contained Class	--	60	115	165	21
Itinerant Services	--	40	80	115	15
TOTAL	--	100	195	280	37
Post-School Students					
Integrated Self-Contained Class					
+ Work Study	--	30	50	80	11
+ Sheltered Workshop	--	5	10	15	2
TOTAL	--	35	60	95	13

Figure 12

STUDENT PROJECTIONS BY PROGRAM DELIVERY SERVICES

Services	1974 - 1975	1975 - 1976	1976 - 1977	1977 - 1978	1978 - 1979	1979 - 1980	1980 - 1981
s							
f-Contained Class	1,212	1,245	1,384	1,414	1,549	1,555	1,789
-Contained Class	3,521	3,484	3,428	3,404	3,375	3,273	3,172
ices	228	710	1,223	1,802	2,456	2,995	3,574
ces	4,560	4,839	5,146	5,460	5,763	6,000	6,481
vices	--	153	244	287	351	575	606
chools	412	455	470	501	550	545	593
ools	442	372	374	374	188	145	132
	488	516	552	589	626	651	689
s							
f-Contained Class	--	60	115	165	215	275	320
ces	--	40	80	115	155	195	230
TAL	--	100	195	280	370	470	550
ts							
-Contained Class							
dy	--	30	50	80	110	125	135
Workshop	--	5	10	15	25	25	30
TAL	--	35	60	95	135	150	165

Figure 13

TEACHER AND PARAPROFESSIONAL PROJECTIONS
BY PROGRAM DELIVERY SERVICES

Instructional Personnel	1974 - 1975	1975 - 1976	1976 - 1977	1977 - 1978	1978 - 1979
School-Age Students					
Full-Time Self-Contained Class					
Teacher	115	119	133	138	151
Paraprofessional	12	36	67	97	121
Integrated Self-Contained Class					
Teacher	239	239	238	236	234
Paraprofessional	12	36	60	83	94
Resource Services					
Teacher	9	28	48	71	96
Itinerant Services					
Teacher	42	44	47	50	53
Designated Services					
Teacher	--	10	10	10	13
State Special Schools					
Teacher	61	66	69	73	78
Paraprofessional	6	20	35	51	62
Non-Public Schools					
Teacher	40	41	28	25	25
Paraprofessional	4	12	14	18	20
Pre-School Students					
Full-Time Self-Contained Class					
Teacher	--	4	7	10	13
Paraprofessional	--	1	3	7	10
Itinerant Services	--	4	8	12	15
Post-School Students					
Integrated Self-Contained Class					
Teacher	--	2	4	6	8
Paraprofessional	--	1	1	2	3
Vocational Personnel	--	1	2	3	4

Figure 13

TEACHER AND PARAPROFESSIONAL PROJECTIONS
BY PROGRAM DELIVERY SERVICES

nnel	1974 - 1975	1975 - 1976	1976 - 1977	1977 - 1978	1978 - 1979	1979 - 1980	1980 - 1981
s							
-Contained Class	115	119	133	138	151	163	174
ssional	12	36	67	97	121	147	174
-Contained Class	239	239	238	236	234	232	224
ssional	12	36	60	83	94	105	112
ices	9	28	48	71	96	118	140
ces	42	44	47	50	53	56	61
vices	--	10	10	10	13	14	16
chools	61	66	69	73	78	80	82
ssional	6	20	35	51	62	72	82
hools	40	41	28	25	25	20	17
ssional	4	12	14	18	20	18	17
s							
-Contained Class	--	4	7	10	13	17	20
ssional	--	1	3	7	10	15	20
ces	--	4	8	12	15	19	23
ts							
-Contained Class	--	2	4	6	8	9	10
ssional	--	1	1	2	3	4	5
sonnel	--	1	2	3	4	5	6

Figure 14

DIAGNOSTIC PERSONNEL PROJECTIONS

Diagnostic Personnel	1974 - 1975	1975 - 1976	1976 - 1977	1977 - 1978	1978 - 197
School Psychologists	7	7	7	8	9
Psychological Examiners	22	26	30	33	36
Speech and Language Teachers and Specialists	31	31	30	30	30
School Social Workers	24	24	26	26	28
Diagnostic-Prescriptive Teachers and Specialists	24	29	34	38	42
TOTAL	108	117	127	135	145
Clerical	6	9	12	14	16
TOTAL	114	126	139	149	161

Figure 14

DIAGNOSTIC PERSONNEL PROJECTIONS

	1974 - 1975	1975 - 1976	1976 - 1977	1977 - 1978	1978 - 1979	1979 - 1980	1980 - 1981
	7	7	7	8	9	10	10
	22	26	30	33	36	39	42
chers and	31	31	30	30	30	29	28
	24	24	26	26	28	28	28
Teachers	24	29	34	38	42	46	52
	108	117	127	135	145	152	160
	6	9	12	14	16	18	20
	114	126	139	149	161	170	180

Figure 15

ADMINISTRATIVE PERSONNEL PROJECTIONS

Administrative Personnel	1974 - 1975	1975 - 1976	1976 - 1977	1977 - 1978	1978 - 1979	1979
District Administration						
District Administrator of Special Education	4	5	6	7	7	
Program Supervisors	3	3	3	3	3	
	7	8	9	10	10	
Stenos	3	4	5	6	7	
TOTAL	10	12	14	16	17	
State Office Administration						
Director of SEB	1	1	1	1	1	
Professional Staff	6	7	8	8	8	
	7	8	9	9	9	
Clerical	4	5	5	5	5	
TOTAL	11	13	14	14	14	

Figure 15

ADMINISTRATIVE PERSONNEL PROJECTIONS

1	1974 - 1975	1975 - 1976	1976 - 1977	1977 - 1978	1978 - 1979	1979 - 1980	1980 - 1981
or of							
	4	5	6	7	7	7	7
s	3	3	3	3	3	3	3
	7	8	9	10	10	10	10
	3	4	5	6	7	7	7
	10	12	14	16	17	17	17
on							
	1	1	1	1	1	1	1
	6	7	8	8	8	8	8
	7	8	9	9	9	9	9
	4	5	5	5	5	5	5
	11	13	14	14	14	14	14

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Figure 16

SPECIAL EDUCATION PROGRAM COST PROJECTIONS

($000)

Program Costs	1974 - 1975	1975 - 1976	1976 - 1977	1977 - 1978	1978 - 1979
School-Age Students					
Full-Time Self-Contained Class	$ 1,659	$ 1,976	$ 2,459	$ 2,877	$ 3,431
Integrated Self-Contained Class	3,340	3,742	3,976	4,321	4,587
Resources Services	123	409	716	1,110	1,581
Itinerant Services	574	642	701	782	873
Designated Services	--	146	149	156	231
State Special Education Schools	885	1,122	1,309	1,553	1,807
Non-Public School Services	581	694	729	772	581
Identification, Diagnosis, and Prescription	1,555	1,816	2,031	2,275	2,582
Management and Support (transportation and administration)	654	800	954	1,090	1,208
SUB TOTAL	9,371	11,347	13,024	14,936	15,881
Pre-School Students					
Full-Time Self-Contained Class	--	84	155	253	240
Itinerant Services	--	74	119	188	263
SUB TOTAL	--	158	274	441	503
Post-School Students					
Integrated Self-Contained Class	--	42	88	138	194
Designated Services	--	15	29	47	66
SUB TOTAL	---	57	117	185	260
GRAND TOTAL	$ 9,371	$ 11,562	$ 13,415	$ 15,562	$ 17,644

Figure 16

SPECIAL EDUCATION PROGRAM COST PROJECTIONS

($000)

	1974 - 1975	1975 - 1976	1976 - 1977	1977 - 1978	1978 - 1979	1979 - 1980	1980 - 1981
ed Class	$ 1,659	$ 1,976	$ 2,459	$ 2,877	$ 3,431	$ 4,024	$ 4,650
d Class	3,340	3,742	3,976	4,321	4,587	4,873	5,023
	123	409	716	1,110	1,581	2,041	2,556
	574	642	701	782	873	968	1,106
	--	146	149	156	231	260	309
Schools	885	1,122	1,309	1,553	1,807	2,015	2,264
ces	581	694	729	772	581	504	464
, and	1,555	1,816	2,031	2,275	2,582	2,856	3,157
inistration)	654	800	954	1,090	1,208	1,309	1,428
	9,371	11,347	13,024	14,936	16,881	18,850	20,957
d Class	--	84	155	253	240	433	535
	--	74	119	188	263	346	417
	--	158	274	441	503	779	952
d Class	--	42	88	138	194	229	267
	--	15	29	47	66	87	91
	---	57	117	185	260	316	358
	$ 9,371	$ 11,562	$ 13,415	$ 15,562	$ 17,644	$ 19,945	$ 22,267

Figure 17

ADDITIONAL COSTS OF IMPLEMENTATION

($000)

Implementation Activities	1974 - 1975	1975 - 1976	1976 - 1977	1977 - 1978	1978 - 1979
Advisory Committee					
Meeting expenses	$ 1	$ 1	$ 1	$ 1	$ 1
SEB Travel					
Travel expenses	$ 5	$ 5	$ 10	$ 10	$ 10
Development of Program Standards					
Outside special education consultants	$ 10	$ 25	$ 20	--	--
Library for the Handicapped					
Materials specialist	$ 15	$ 15	$ 15	$ 15	$ 15
Materials	10	10	10	10	10
SUB TOTAL	$ 25	$ 25	$ 25	$ 25	$ 25
In-service training					
Regular teachers	$ 20	$ 20	$ 20	$ 20	$ 20
Special education teachers	20	20	20	20	20
Diagnostic personnel	5	5	10	10	10
Administrators	5	5	5	5	5
SUB TOTAL	$ 50	$ 50	$ 55	$ 55	$ 55
TOTAL	$ 91	$ 106	$ 111	$ 91	$ 91

Figure 17

ADDITIONAL COSTS OF IMPLEMENTATION

($000)

ties	1974 - 1975	1975 - 1976	1976 - 1977	1977 - 1978	1978 - 1979	1979 - 1980	1980 - 1981
	$ 1	$ 1	$ 1	$ 1	$ 1	$ 1	$ 1
	$ 5	$ 5	$ 10	$ 10	$ 10	$ 10	$ 10
am Standards							
ducation	$ 10	$ 25	$ 20	--	--	--	--
capped							
ist	$ 15	$ 15	$ 15	$ 15	$ 15	$ 15	$ 15
	10	10	10	10	10	10	10
OTAL	$ 25	$ 25	$ 25	$ 25	$ 25	$ 25	$ 25
	$ 20	$ 20	$ 20	$ 20	$ 20	$ 20	$ 20
teachers	20	20	20	20	20	20	20
nel	5	5	10	10	10	10	10
	5	5	5	5	5	5	5
OTAL	$ 50	$ 50	$ 55	$ 55	$ 55	$ 55	$ 55
	$ 91	$ 106	$ 111	$ 91	$ 91	$ 91	$ 91

CHAPTER 301
Hawaii Revised Statutes, Vol. 4, 1968
OTHER SPECIAL TRAINING

PART II. EXCEPTIONAL CHILDREN

SECTION 301-21. Exceptional children; special facilities, services.

The following terms wherever used or referred to in this part shall have the following respective meanings:

"Exceptional children" includes:

(1) Children under twenty years of age who deviate from the so-called normal person in physical, mental, social, or emotional characteristics or abilities to such an extent that specialized training, techniques, and equipment are required to enable these persons to attain the maximum of their abilities or capacities;

(2) Children under twenty years of age who by reason of physical defects cannot attend the regular public school classes with normal children; and

(3) Children under twenty years of age who are certified by a licensed physician eligible to membership in the state medicalisociety to be emotionally maladjusted or intellectually incapable of profiting from ordinary instructional methods.

"Special facilities" includes buildings, equipment, and material; transportation; boarding home; personnel qualified to work with exceptional children.

"Special services" means physiotheraphy, or any form of muscle training, speech training, occupational therapy, vocational training, psychological evaluation, or any of them. (L 1949, c 29, s. 1; RL 1955, s. 43-20)

SECTION 301-22. Departmental duty toward exceptional children.

It is hereby declared to be of vital concern to the State that all exceptional children residing in the State be provided with instruction, special facilities, and special services for education, therapy, and training to enable them to live normal competitive lives. In order to effectively accomplish such purpose the department of education shall establish and administer instruction, special facilities, and special services for the education, therapy, and training of exceptional children, and provide in connection therewith corrective therapy, together with academic, occupational, and related training. The department shall cooperate with other agencies of the State charged with the administration of laws providing any type of service or aid to the exceptional child, and with the United States

government through any appropriate agency or instrumentality in developing, extending, and improving such instruction, special facilities, and special services.

This program shall include boarding facilities, when necessary, special classes in schools or homes, and such other facilities as shall be required to render appropriate services to the exceptional child. Existing facilities, buildings, and equipment belonging to or operated by the State shall be made available for these purposes when use thereof does not conflict with the primary use of such facilities. (L 1949, c 29, s. 2; RL 1955, s. 43-21)

SECTION 301-23. Division of special education; personnel.

There shall be within the department of education a division of special education for the promotion, direction and supervision and control of the program; and the department may employ necessary personnel adequately qualified by training and experience to direct and supervise the types of instruction, special facilities, and special services specified in this part. (L 1949, c 29, s. 3; RL 1955, s. 43-22; am L 1965, c 175, s. 3)

SECTION 301-24. Facilities, service, when required.

Where one or more exceptional children are found in any one district superintendent's district the superintendent of education shall provide instruction, special facilities, and special services according to the specifications of this part in a manner most expedient and economical. (L 1949, c 29, s. 4; am L 1949, c 339, s. 2; RL 1955, s. 43-23; am L 1965, c 175, s. 3)

SECTION 301-25. Eligibility standards.

The eligibility of exceptional children for instruction, special facilities, and special services shall be determined in accordance with those standards established by the department of education. (L 1949, c 29, s. 5; RL 1955, s. 43-24)

SECTION 301-26. Studies, surveys, rules.

The department of education shall establish and make such studies, surveys, evaluations, and rules and regulations as are necessary to carry out the purposes of this part. (L 1949, c 29, s. 6; RL 1955, s. 43-25)

Cross References

Rulemaking requirements, see chapter 91.

SECTION 301-27. Physiotherapist and occupational therapist to be provided.

The department of health may, in cooperation with the department of education, provide one physiotherapist and one occupational therapist for those exceptional children in the primary and elementary grades within the schools of the city and county of Honolulu needing such services, and, in that connection, may accept funds from private sources and divert any funds appropriated to the board whenever in the opinion of the board such funds can be used to better advantage by being so diverted. (L 1951, JR 32, s. 1; RL 1955, s. 43-27; am L Sp 1959 2d, c1, s. 19; am L 1965, c 175, s. 3)